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# NATURAL READING

## MANUAL OF INSTRUCTION

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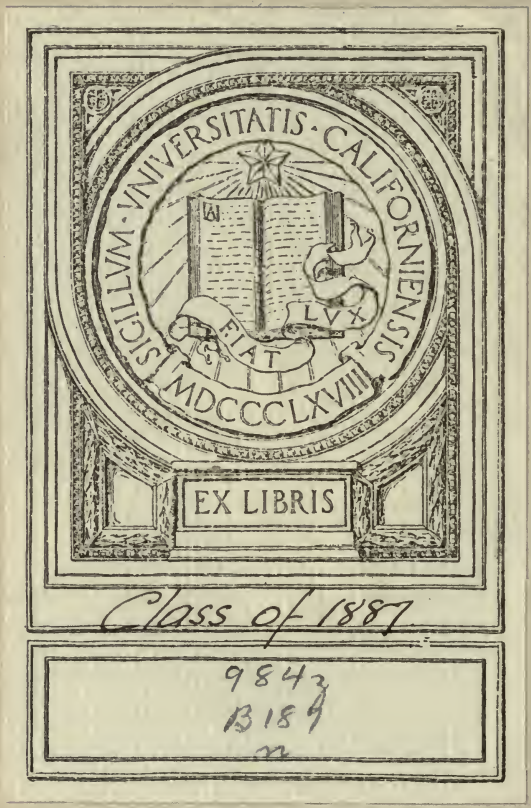


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NATURAL READING

# MANUAL OF INSTRUCTION

## (FOR TEACHERS)

PRESENTING A PERFECTLY NATURAL AND SYSTEMATIC METHOD OF TEACHING READING TO PRIMARY CHILDREN, WITHOUT THE USE OF DIACRITICAL MARKS, AND INCLUDING COMPLETE SETS OF PHONETIC PARTS, WORDS AND SENTENCES ARRANGED IN PROPER SEQUENCE FOR BOTH DEVELOPMENT AND DRILL

BY

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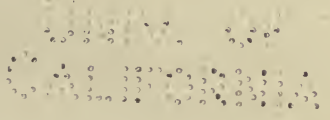

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# PREFACE

The Natural Reading is a combination of the sentence, word, and phonetic methods. Beginning with short sentences, which keenly interest the child, through the vividness of their content, it leads first to the recognition of the separate words, then to the recognition of the phonetic parts of these words, through a natural order of analysis. No diacritical marks or other artificial devices are used in the teaching of the phonetic parts. Continuing, this method gives the child power to read new words containing a recombination of these phonetic parts.

Definite instructions for the carrying on of the work by the teacher are given in the manual. The accompanying primer[1] is the first book to be read by the children. It contains only the application of the work, as this work develops consistently under the guidance of the manual, all mechanical drill being reserved for the blackboard.

The principles developed in this manual were worked out in the Oakland School Department before being put into final shape. In this connection the author begs leave to acknowledge her indebtedness to Professor T. L. Heaton, Department of Education, University of California, for much direction in the preparation of this manual; to Professor Elwood P. Cubberley, Department of Education, Stanford University, for the initial encouragement which led to the undertaking of this work; and to Professor Henry Suzzallo, Lecturer in Education, Teachers College, Columbia University, for valuable criticisms on the method and material here presented.

[1] The Natural Reading Primer.

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# INTRODUCTION

The Natural Reading aims to teach the youngest children to read by the natural method used by both children and adults,—the method of recognizing the sound of new words by their form similarity to those they already know.

The children are therefore taught a variety of sight words in groups of sentences, so as to make the words learned a real expression of thought.

These sight words contain, with sufficient repetition, the important phonetic parts that the child requires for the recognition of the new words to be found in the first five months' reading.

All the phonetic parts, as found in the consonants, are taught at the outset by natural phonic analysis of the sight words, and not by any merely artificial device. All the more important phonetic parts, as found in the sound groups, are also taught at the very beginning. Later, less important sound groups are introduced from time to time, as the expanding reading vocabulary of the children demands.

The method of development and drill is perfectly simple. The teacher has only one line of work to teach at a given time.

The different lines of work follow in perfect sequence, complete sets of material being provided at every point.

The steps in teaching beginners to read are as follows:

First Step. Sentence reading from blackboard.

Second Step. Separating the sentences into words.

Third Step. Separating the words into their phonetic parts (consonant sounds).

Fourth Step. Separating the words into their phonetic parts (sound groups).

Fifth Step. Recombining the derived phonetic parts into new words.

Sixth Step. Drill words and drill sentences.

Seventh Step. Teaching new phonetic parts (additional sound groups).

The following manual in three parts provides for one year's work, as follows:

| | |
|---|---|
| Part I. Preliminary Blackboard Work. | First half year. |
| Part II. Blackboard Work and Primer. | |
| Part III. Blackboard Work and Supplementary Reading. | Second half year. |

# Part I

## PRELIMINARY BLACKBOARD WORK

*FIRST HALF YEAR*

# Part I

## DIRECTIONS

In teaching the Natural Reading, no material departure from the following plan should be made.

### First Step. Sentence Reading from Blackboard

Prepare for these lessons by collecting the various objects mentioned in the reading sentences. If not able to get the toys, substitute pictures.

1. Take in your hand an object, for example, the top. Place upon the blackboard the sentence, *I have a top.*[1] Read the sentence to the children. Give the top to a child and let him read the sentence, while he places the pointer upon the blackboard sentence at the same time. Repeat with several children in turn.

Erase this sentence; take another object, the ball, and place upon the blackboard, *I have a ball.* Proceed as with the former sentence.

In this way teach in turn each sentence in the first group of the sight sentences on page 4, reviewing meanwhile all that have been presented. Have but one sentence at a time on the blackboard until each is learned. Then group the sentences in various ways and have them read, the child holding the object as he reads.

[1] The author prefers to use print only for these early blackboard reading lessons, but there is nothing in the arrangement of the book to prevent those teachers who wish from using script.

2. Place upon the blackboard the sentence, *I can run*, from the second group. Read it to the children. Let a child perform the action, and then read the sentence. Erase; write *I can jump*, and continue as with *I can run*. In this way complete the group of action sentences.

3. Each group of the sight sentences should be developed in a similar manner. Use colored crayon in teaching the color sentences.

NOTE. Action, object, and picture work should be utilized throughout the first year's instruction in reading, (1) to give the child the meaning of the reading, and (2) to give the teacher a means of testing whether or not the children have the meaning as they read. Especially can the illustrations in Primer and First Reader be used for these purposes. The teacher may even supplement the reading with other pictures.

### Sight Sentences

I have a ball.
I have a top.
I have a box.
I have a doll.

I have a book.
I have a chair.
I have a cup.
I have a nut.

I can run.
I can jump.
I can play.
I can play with you.
I can catch a fish.

I can walk.
I can read.
I can sing.
I can sit in a chair.
I can make a cake.

I can catch you.

We have a horse.
We have a cow.
We have a dog.

We have a cat.
We have a kitten.
We have a hen.

We can make a cake.
We can play seesaw.
We can ride on the car.
I can read a book.
We can jump rope.
I can ride a horse.
I can catch a ball.
We can play ball.
We can play top.

Can you run?
Can you jump rope?
Can you jump?
Can you catch a fish?

I see a girl.
I see a violet.
I see the clock.
I see the sun.
I see a chair.
I see the nut.
I see the broom.
I see you.

I saw a ship.
I saw the moon.
I saw some ice.
I saw a kitten.
I saw papa.
We saw some cows.
I saw some ships.
I saw a nest.
I saw a bird.
I saw the car.
I saw a violet.
I saw a fish.
I saw the baby.
I saw you.
We saw some kittens.
We saw some violets.

A big dog.
A little baby.
A little fish.
A big cake.
A big cow.
A little kitten.
A big ship.
A big moon.
A big doll.
A little bird.
A little boy.
A little girl.

My kitten is little.
We have a little baby.
I see a big doll.
We have a big tree.
I am big.
My dog is big.
I saw a little fish.
I have a little box.
See the big clock.
Baby is little.

A green tree.
The red box.
My red book.
A green top.

A yellow bird.
The pink ball.
The white cat.
A black horse.

A black dog.
A white ship.
The black kitten.
The white cow.

I see a green tree.
We have a white horse.
My kitten is white.
Have you a red book?

See the red book.
I saw a white ship.
Have you a black cat?
Have you a pink ball?

Papa has a cane.
Baby has a kitten.
Baby has a ball.

Mamma has a book.
Mamma has a bird.
Papa has a horse.

Baby's kitten.
Mamma's violet.
See baby's cat.
This is papa's cane.

I see mamma's clock.
Papa's horse.
Mamma's chair.
See mamma's bird.

Papa's book.
Baby's doll.
This is baby's doll.
This is papa's dog.

A horse and a cow.
A book and a cup.
A tree and a bird.
Some trees and some violets.
The sun and the moon.
A cat and some kittens.

My dog is black and white.
A girl and a boy.
Baby and her kitten.
Papa and baby.
Baby and mamma.
The ball and the doll.
Some boys and some girls.

I love mamma.
Mamma loves baby.
Baby loves her kitten.

I love papa.

I love you.
Papa loves baby.
Baby loves her doll.

Put the ball on the chair.
Put the top in the box.
Put the violet by the book.
Put the cake with the ball.
Put the cane by the chair.
Put the nut in the box.
Grace has a pet cat.
Baby has a pet kitten.
Mamma has a pet bird.
Papa has a pet dog.
We have a horse.
Put the ball or the nut in the box.
Put the violet or the top with the ball.

## Second Step. Separating the Sentences into Words

Place upon the blackboard in a vertical row several *I have* sentences. Let the children read them. Then erase *I have*, *I have*, *I have*, leaving *a ball*, *a top*, *a nut*. Then erase *a*, leaving the single word *ball*, *top*, *nut*. Retain these words for daily drill. Also place each one on a separate sheet of stiff paper to hold before the children, rearranging their order from day to day.

Again, place several *I have* sentences on the blackboard and erase *a ball*, *a book*, *a top*, leaving *I have*, *I have*, *I have*. It is well to retain this as it stands, *I have*, for daily review, in addition to placing the separate words *I* and *have* in the list of words.

Continue in this way until the list of sight words[1] is complete.

It is important that these words be so thoroughly learned that there can be no hesitation nor doubt, for upon the child's recognition of these words depend the ease and success of the next step,—the derivation of phonetic parts. The child will have no difficulty in retaining these phonetic parts if he knows *definitely* the words from which they are derived.

[1] See page 8.

**Sight Words**

| | | | | |
|---|---|---|---|---|
| am | catch | nest | or | a |
| and | doll | nut | violet | baby |
| ball | dog | on | walk | have |
| book | fish | pink | yellow | has |
| box | girl | pet | ship | I |
| boy | hen | rope | chair | is |
| bird | horse | run | white | love |
| big | her | read | this | mamma |
| by | in | ride | broom | papa |
| cat | ice | red | black | put |
| cane | jump | sun | clock | some |
| cake | kitten | see | Grace | the |
| car | little | saw | green | we |
| cup | moon | sit | play | with |
| cow | make | sing | tree | you |
| can | my | top | | |

## Third Step. Separating the Words into their Phonetic Parts (consonant sounds)

1. Place on the blackboard the word *sun*. As the children watch your lips, pronounce the word *sun*, prolonging slightly and making prominent the sound *s*.

Have the children tell what sound comes first in speaking the word.

Erase *un* from the word on the blackboard, leaving only *s*, and let the children make the sound.

Place *sing* on the blackboard, proceed as with *sun*, erasing *ing* and leaving only the sound *s*.

Continue with *see*, *saw*, and *sit*, erasing *ee*, *aw*, and *it*.

2. Write the word *run*. Pronounce as the children watch, making prominent the sound *r*. Erase *un*, leaving *r*, and give *rope*, *read*, *ride*, *red*, one at a time, erasing *ope*, *ead*, *ide*, *ed*.

The danger lies in giving to these separate consonant elements sounds which they do not possess. Properly speaking, some of them have no sound until followed by another letter, usually a vowel. When given alone they should be expressed by a breath only, with lips and tongue in position.

No loud explosive sound should be permitted.

Continue the plan of teaching the consonant sounds in the following order.

| | |
|---|---|
| c in cat, cane, cake, car, cup, cow, can, catch | j in jump |
| b " ball, book, box, boy, bird, by, big | v " violet |
| m " moon, make, my | w " walk |
| h " hen, horse, her | y " yellow |
| t " top | sh " ship |
| d " doll, dog | ch " chair |
| n " nest, nut | wh " white |
| p " pink, pet | th " this |
| f " fish | bl " black |
| g " girl | br " broom |
| l " little | cl " clock |
| k " kitten | gr " green |
| | pl " play |
| | tr " tree |

### Fourth Step. Separating Words into their Phonetic Parts (sound groups)

Place upon the blackboard the word *sun*. Erase *s*, leaving *un*. Tell the children what it is, and let them pronounce it. This phonetic part must remain as it is, — *un*; it must not be separated further into *u* and *n*. Repeat with *run*, separating it into *r* and *un*.

Write *cake;* erase *c*, leaving *ake*. Tell the children *ake*, and do not separate further. Repeat with *make*, separating it into *m* and *ake*.

Retain these new phonetic parts, *un* and *ake*, for daily drill.

Continue with the following sight words, erasing the initial consonants and retaining the part that remains as a phonetic part.

| | | | |
|---|---|---|---|
| *s*un | *c*ane | *p*ink | *cl*ock |
| *c*ake | *m*oon | *p*et | *Gr*ace |
| *b*all | *r*ide | *d*og | *pl*ay |
| *b*ook | *s*ee | *c*ar | *b*ird |
| *b*ig | *s*aw | *b*ox | *r*ead |
| *c*at | *c*an | *s*ing | am |
| *c*up | *f*ish | *t*op | and |
| *c*ow | *h*er | *s*it | in |
| *c*atch | *b*oy | *sh*ip | or |
| *n*ut | *h*en | *wh*ite | ice |
| *n*est | *r*ope | *br*oom | on |
| *w*alk | *r*ed | *bl*ack | is |

In addition give the words *am*, *and*, *in*, *or*, *ice*, *on*, *is*, as they stand, which gives the list of phonetic parts found on the following page.

The remaining words in the original sight-word list are not to be analyzed into phonetic parts. They must be retained and drilled upon as pure sight words.

**Phonetic Parts of Sight Words**[1]

| | | | | | |
|---|---|---|---|---|---|
| b | s | pl | alk | ink | ace |
| c | t | tr | ane | et | ay |
| d | v | un | oon | og | ird |
| f | w | ake | ide | ar | ir |
| g | y | all | ee | ox | ead |
| h | ch | ook | aw | ing | ea |
| j | sh | ig | an | op | am |
| k | wh | at | ish | it | and |
| l | th | up | er | ip | in |
| m | br | ow | oy | ite | or |
| n | bl | atch | en | oom | ice |
| p | cl | ut | ope | ack | on |
| r | gr | est | ed | ock | is |

### Fifth Step. Recombining the Derived Phonetic Parts into New Words

Place upon the blackboard the new word *say*. Pronounce the word *say*, making plain to the child the result of the new blending or combining of the phonetic parts, without making any more of an artificial separation than is necessary to help the child over this new step.

[1] Capital letters, or rather the capital forms of the consonant sounds, may be introduced gradually as there is need for them in proper names or at beginnings of sentences.

Write *soon*, and show in like manner the recombination of the phonetic parts. Continue, taking one word at a time, with *sir*, *side*, *sand*, *sink*, *sat*, *sup*, *set*, *sack*.

Then continue with the words in the first list, beginning on this page.

The success of this exercise lies in the child's ability to promptly pronounce the separate phonetic parts. There must be absolutely no uncertainty, no guessing.

Ability to read new words containing familiar phonetic parts will come with practice.

This work must all be under the direct supervision of the teacher.

### Sixth Step. Drill Words and Drill Sentences

As the child gains facility in reading new words, use these words in sentences.

Many teachers prefer to make their own drill words and sentences. For the convenience of those teachers who do not, sets of drill words and sentences are provided.

During the drill on the words in the drill lists, their meanings need not be discussed, the meanings being developed in drill sentences and Primer reading lessons.

**Word Drill**

| | | | | | | |
|---|---|---|---|---|---|---|
| sup | side | say | sir | rake | run | ring |
| sat | see | sand | rook | ran | rope | rip |
| sake | saw | sea | Roy | rut | red | race |
| soon | sing | Sam | rig | rest | ride | ray |
| sink | sit | set | row | rink | read | rock |
| sun | sip | sack | rat | ram | raw | room |

| | | | | | | |
|---|---|---|---|---|---|---|
| rack | hook | lane | bun | paw | dish | wide |
| rice | how | latch | bead | pit | dip | wed |
| fall | hat | log | bee | pop | day | wee |
| fox | hatch | let | bed | pet | din | wing |
| fig | hog | lest | bit | pen | talk | walk |
| fat | her | link | balk | pace | took | way |
| far | hen | lope | bite | pay | toy | win |
| fan | hut | lead | bay | pack | tar | wet |
| fog | ham | led | boom | pin | take | sham |
| fish | hope | Lee | back | gun | tan | shook |
| fun | hide | law | band | gay | test | shake |
| fed | hit | lit | bin | get | tide | shut |
| fit | hip | lip | joy | cook | Ted | shun |
| fir | hop | lace | jig | call | top | shed |
| face | his | lay | Jane | cup | ten | shop |
| fay | hay | lock | jar | cow | tea | ship |
| fin | hack | land | jest | cat | tall | shock |
| mow | hand | lake | Jip | cane | tip | shack |
| mat | nook | book | jet | car | tock | shin |
| mane | now | ball | jaw | cake | tack | chat |
| make | net | box | jam | can | tin | chest |
| man | Nat | boy | Jack | catch | kite | chide |
| match | Nan | bird | pig | cut | kit | chop |
| moon | noon | big | pup | caw | vane | chalk |
| mink | nut | bow | pat | cock | vest | chip |
| met | nest | bat | pane | Don | wall | chin |
| may | nun | bar | pan | dig | wig | when |
| mock | Ned | bake | patch | Dan | wake | whirl |
| mice | nor | batch | Poll | doll | wish | whit |
| Mack | nice | but | pink | den | west | whip |
| hall | look | best | pun | dog | wink | white |

| | | | | |
|---|---|---|---|---|
| whack | brace | kites | talking | winter |
| then [1] | bray | jumps | wishing | butter |
| that | broom | runs | batting | better |
| than | brand | ships | cutting | clatter |
| thatch | bride | boxing | cunning | clutter |
| think | grit | bowing | dipping | sister |
| thaw | grip | bumping | fanning | under |
| thing | Grace | balking | hitting | thunder |
| third | green | calling | hopping | chattering |
| thin | gray | cooking | matting | hammering |
| blink | groom | catching | popping | tallest |
| block | grand | dishing | pinning | pinkest |
| black | grin | falling | wedding | blackest |
| clog | tree | fishing | running | fallen |
| clan | trip | hatching | sitting | fatten |
| clink | trace | looking | caller | handed |
| clam | tray | latching | dipper | rested |
| claw | track | leading | catcher | patted |
| cling | trice | mocking | dinner | petted |
| clip | plat | pumping | supper | boyish |
| clay | plan | resting | fisher | pinkish |
| clock | plow | Sam's kite | fatter | grayish |
| brook | plane | Don's ball | hopper | finish |
| brig | place | reading | letter | finishing |
| brow | play | rocking | reader | hatchet |
| bran | ball | seeing | singer | rocket |
| brink | balls | sawing | hammer | pocket |
| bring | kite | saying | shutter | carpet |

[1] The child's acquaintance with the spoken word (think, then, etc.) will enable him to give the correct sound of *th* in these different words. See note on variable sound groups, page 26.

| | | | | |
|---|---|---|---|---|
| garden | bonnet | sandman | fir tree | bowwow |
| gardener | Sunday | seaside | car track | tea tray |
| carpenter | sidewalk | chestnut | chatterbox | cracker |

| | | | |
|---|---|---|---|
| into[1] | we | be | so |
| it | me | she | no |
| its | he | go[2] | ho |

**Sentence Drill**

Papa has a gun.
I can bake a cake.
Baby has a ring.
My room is little.
See the bee.
Papa is tall.
Let me bat the ball.
Have you a bat?
I have a bat and a ball.
We saw some white mice.
Baby has a toy kitten.
Jump on the hay.
We have some jam.
I like cake and jam.
Can you cook?
That man is tall.
Put the rice in the box.
We have a hatrack.
See the jar of jam.
Jip is my dog.
Jip is black and white.
Baby sat in papa's chair.
Make a bow.
Jack can run.
Poll can mock the dog.
Cut the cake and make some tea.
Make some tea for mamma.
Look at my book.
See my beads.
This is my best doll.
Run in the hall.
Get the fishhook and catch a fish.
Have you a pin?
We saw the sun set.
Roy can saw.
Put the hat on the hatrack.
Sit on the log.
Nat can catch a fish.

[1] The word *to* is a new sight word on page 22 of the Primer.

[2] The word *go* is a new sight word on page 26 of the Primer. After it is taught as a sight word it can be followed by *so*, *no*, *ho*.

Have you a rake?
Get the dish of rice.
I saw a horse balk.
Baby can hide in the hay.
See the nice dish of rice.
Sam is a tall boy.
How far can you jump?
Mamma has a lace fan.
Call the dog.
Run a race with me.
Sit on the mat.
Rock-a-by baby.
See my tin cup.
The sun sets in the west.
Can you win the race?
We can get up on the shed.
Let's play tin shop.
I have some red chalk.
See my little whip.
I have a pink hat.
This room is wide.
We saw some clams.
Get some clay and make a clay ball.
See the little brook.
Have you some blocks?
Look at the kitten's claws.
Papa can plow.
That horse is balking.
Mamma is calling you.
Ned is catching some fish.
Mamma is resting.
Grace is rocking the baby.
Baby is talking to her kitten.
Papa is reading his book.
The kitten is fatter than the big cat.
My papa is the tallest.
We have some rice for supper.
Baby has cunning hands.
Grace has a third reader.
My bird is a singer.
Baby patted papa's horse.
We rested on the hay.
Mamma is sitting in the sand.
Sam is running a race.
Sister[1] is cutting the cake.
My sister is taller than I am.
Get some butter for dinner.
Baby is fanning her kitten.
See the boys running a race.
The big cat is sitting in the sun.
Baby is playing catch fish in the brook.

[1] The child has learned the word *is* and not the sound group *is* (sharp *s*). Therefore he will, perhaps, read the new word "sister" (*z* sound), but the meaning of the word should give him the correct pronunciation. See note on variable sound groups, page 26.

### Seventh Step. Teaching New Phonetic Parts (additional sound groups)

At this stage the child has become accustomed to dealing with the abstract parts of words; therefore new phonetic parts can now be introduced as they stand, as parts of words to be used later in combining into new words, without analyzing each new phonetic part from some word which must first be learned as a sight word.

When a new phonetic part is introduced its name must be told to the child, just as the name of any new sight word is told him.

Place upon the blackboard

at
an
am

sound groups which the child has already learned. Place with these the new sound group *ag*, and tell the child what it is, pronouncing it as a whole, *ag*. The resemblance to the familiar *at*, *an*, *am* enables him to grasp and to remember the new *ag* without much difficulty.

To this list,

at
an
am
ag

add, one at a time, the new sound groups *ap*, *ad*, telling the child the name of each in turn.

When these are learned, add them to the stock of cards for daily drill.

In the same way place upon the blackboard

op
og
on
ox

sound groups which the child has already learned.

Add, one at a time, the new sound groups *ot*, *od*, telling the child the name of each, and continue as with the previous set, *ag*, *ad*, etc.

In this way take in
it
ip
ig

sound groups which the child has already learned, and add, one at a time, the new sound groups *im*, *id*.

Take un
up
ut

sound groups which the child has already learned, and add, one at a time, *ug*, *um*, *ub*.

Take et
en
ed

sound groups which the child has already learned, and add *eg*.

As these new phonetic parts are taught, add them to the list of phonetic parts for daily drill.

Follow with the word drill and sentence drill given in Part II, page 23, continuing the work as the children read the Primer.

# Part II

## BLACKBOARD WORK AND PRIMER

*FIRST HALF YEAR*

# Part II

## DIRECTIONS

Part I completes the preliminary blackboard work. The children are now ready to read through page 34 of the Primer.

The blackboard work in Part II consists of the development of additional sound groups, with material for word drill and sentence drill, and is a continuation of the work given in the seventh step of Part I.

This blackboard work should be given along with the reading of the Primer, as indicated in the following pages.

The first twenty pages of the Primer contain the original sight words only. Beginning with page 21, new words are added on every page, these words being of two classes: (1) phonetic words, and (2) new sight words.

1. *Phonetic words.* These the child should be able to read without assistance, if the blackboard drill has been systematically carried on.

2. The *new sight words* should be told to the child. They occur on the following pages.

| | | | | | |
|---|---|---|---|---|---|
| Page 22 | come | Page 26 | go | Page 27 | do |
| | here | | want | 28 | goes |
| | to | | like | 30 | over |
| 23 | Oh | 27 | Poll | 32 | don't |
| | of | | pretty | | does n't |

| | | | | | |
|---|---|---|---|---|---|
| Page 36 | went | Page 54 | what | Page 68 | woman |
| 37 | they | 56 | old | 71 | there |
| 38 | too | | good | | gone |
| 45 | pussy | 57 | again | 72 | school |
| 47 | one | | another | | pony |
| 48 | hear | 58 | where | 78 | great |
| 49 | could | | been | 83 | any |
| 50 | down | 59 | basketful | 85 | water |
| 52 | was | 61 | tied | 96 | caught |
| 53 | said | 63 | their | 99 | very |
| | our | 65 | tried | | |

NOTE. Such words as *three*, page 37, *eat*, page 49, *why*, page 60, are phonetic words containing only familiar phonetic parts, although they precede their regular phonetic lists. The child will probably easily read them as they occur in their sentences; therefore they need not be taught as sight words.

## DRILL FOR PRIMER PAGES 35–41

### Phonetic Parts[1]

| | | | | |
|---|---|---|---|---|
| at | et | it | ot | ut |
| an | en | in | on | un |
| ag | ed | ig | og | ug |
| am | | im | op | um |
| ap | | ip | ox | up |
| ad | | id | | ub |
| | | ix | | |

[1] For development of this set of phonetic parts, see pages 17–18.

### Word Drill

| | | | | | | |
|---|---|---|---|---|---|---|
| is | dim | hip | log | peg | sap | wit |
| if | dip | hid | lop | pit | sad | win |
| of | did | hot | mat | pin | set | wig |
| bat | dot | hog | man | pup | sit | yet |
| bag | Don | hop | map | pig | sin | yes |
| bad | dog | hod | mad | pot | sip | chat |
| Ben | den | hug | Mab | pop | six | chap |
| beg | dug | hum | met | pod | sob | chit |
| bed | fat | hub | men | pug | sun | chin |
| bit | fan | jam | mix | rat | sum | chip |
| bin | fed | jet | mop | ran | tan | chop |
| big | fit | jig | mug | rag | tag | sham |
| bib | fin | Jim | mud | ram | tap | shad |
| box | fig | Jip | Nat | rap | tax | shed |
| Bob | fix | jog | Nan | Rab | Tab | ship |
| but | fog | jug | nag | red | ten | shot |
| bun | fox | keg | nap | rig | Ted | shop |
| bud | fun | kit | net | rim | tin | shut |
| cat | get | kid | Ned | rip | Tim | shun |
| can | got | lag | nip | rid | tip | when |
| cap | gun | lap | not | rod | tot | whit |
| cot | gum | lad | nod | Rob | Tom | whip |
| cod | hat | let | nut | rut | top | whim |
| cut | ham | leg | nun | run | tug | than |
| cup | had | led | pat | rug | tub | then |
| cub | hen | lit | pan | rub | vat | them |
| Dan | hem | lip | pad | sat | van | thin |
| din | hit | lid | pet | sag | wet | this |
| dig | him | lot | pen | Sam | web | bran |

brag
brig
brim
blot
clam
clap
club
grit
grin
grip
plat
plan
plot
plod
plum
trap
trim
trip
trot
trod
batting
batted
batter
begging
beggar
bitter

better
boxes
boxing
boxer
cabin
cotton
cutting
cutter
cunning
dinner
digging
dipper
dotted
dotting
fatter
fattest
fixing
getting
hammer
hammering
happen
happening
hemming
hitting
hopping
hopper

hugging
humming
jogging
kitten
lagging
ladder
letter
letting
litter
lumber
matter
matting
manner
member
mixing
mitten
mixes
mutton
mopping
netting
number
nodding
nutting
patter
pattering
patting

patted
padded
petting
petted
pinning
picnic
popper
popping
rapping
redder
reddest
ripping
robin
runner
rubber
rubbing
satin
sadder
saddest
sitting
sipping
sister
sobbing
Sunday
summer
supper

tapping
tender
velvet
winter
yesterday
chatting
chapter
chopping
shopping
whipping
thinner
thinnest
brimming
blotter
blotting
blotted
clapping
clapper
grinning
trimmer
trimming
tripping
trotted
trotting

### Sentence Drill

Get me a pin.
I see ten boys.
Can you hop? Hop to the chair.
Did you win the race?
We have a pet hen.
Tab is my cat.
Don't get in the mud.
Baby has a rag doll.
The dog bit baby's doll.
Baby took a nap.
Here is my tin cup.
Mamma has a little tub for baby.
Catch the fish with this net.
Shut the lid of the box.
Did you ever see a fox?
My dog likes ham.
Let's dig in the sand.
Sit on the log.
My hat is wet.
Let's sit on the rug.
Rap-a-tap tap.
Do not get wet.
Here is a pretty pink bud.
Come and play in the lot.
Have you a pen?
Hug mamma, baby.
Ned has a fishing rod.
Can you fix the lid of the box?
My top can hum.
Have you a humming top?
I saw six white rats.
Max has a pug dog.
Have you a cap?
Do you like figs?
We have a fig tree.
Don't make a litter.
See the boys hopping.
Get the hammer for papa.
See the big ladder.
I saw a robin.
Mamma has a red velvet ribbon.
I have a pink satin ribbon.
I saw you yesterday.
Have you some rubbers?
Do you like summer?
Do you like winter?
Do you like summer or winter best?
Have you a baby sister?
I like to go shopping with mamma.
We had a picnic.
Baby can clap her hands.
Papa is fixing the ladder.

We have a plum tree.
Get me a blotter.
My sister can get the dinner.
My kitten ran up the ladder.
My bud is the reddest.
We saw some clams.

Develop new sound groups, as follows:

Place upon the blackboard *ack* and *atch*, which the child already knows. Add to these the remaining sound groups in column 1, *telling* the child what they are. Repeat with columns 2, 3, 4, 5. This process of development should be used whenever new sound groups are to be taught.

The attention of the child should not be called to the single vowel sound. It is enough for him to know that *at* is *at*, and *ate* is *ate*, as a whole. He must always deal with them as wholes.

*Variable sound groups.* When a sound group has different sounds in different words, the child must be trained to judge which one is used by the meaning of the sentence in which it occurs. Example:

The wind blew the tree down.
Will you wind up this string?

## Drill for Primer Pages 42–49

### Phonetic Parts

| | | | | |
|---|---|---|---|---|
| ack | atch | end | ill | uck |
| ash | ell | ick | iss | ung |
| ang | ess | ish | ock | unk |
| ank | est | ing | ong | uss |
| and | ent | ink | oss | uff |

### Word Drill

| | | | | |
|---|---|---|---|---|
| ashes | dock | Jess | locking | necklace |
| back | doll | Jill | long | Nell |
| backing | doff | Jock | longer | pack |
| bang | duck | kick | longest | packing |
| bank | ducking | kicking | longing | packer |
| band | fell | kill | luck | patch |
| batch | fish | kiss | Mack | patching |
| beckon | fill | kisses | mash | patches |
| bend | filling | kissing | mashing | peck |
| bell | fuss | lack | mashes | pecking |
| Bess | gush | lacking | mend | pick |
| bill | hack | lash | mending | picking |
| boss | hash | lashes | mended | pink |
| buck | hang | lashing | mink | pitch |
| bunk | hanging | lank | mill | pitching |
| buff | hanger | land | miller | pitches |
| cash | hank | landed | miss | pitcher |
| catch | hand | landing | misses | puff |
| cuff | handed | latch | missing | puffing |
| coffee | handling | latches | mock | rack |
| dash | handing | latching | mocking | racket |
| dashing | hatch | lend | mocker | racking |
| dasher | hatching | lending | moss | rash |
| Dash | hatches | lick | mosses | rang |
| dell | hill | licking | mush | rank |
| Dick | hiss | link | muss | rich |
| dish | hush | linking | mussing | ring |
| dishes | hung | lock | muff | ringing |
| differ | Jack | locker | neck | rill |

| | | | | |
|---|---|---|---|---|
| rock | suffer | check | clashes | sadness |
| rocket | tack | chess | clashing | tenderness |
| rocker | tacking | chick | clang | blackness |
| rocking | tank | chicken | clank | camp |
| rush | tend | chill | click | camping |
| rushing | tending | shell | clicking | camper |
| rushes | tended | shock | cling | damp |
| rung | tell | thank | clock | dampness |
| sack | telling | thatch | cluck | clamp |
| sash | teller | thick | clung | lamp |
| sashes | tick | thing | grand | best |
| sang | ticking | think | grill | bent |
| sank | tinker | whack | plank | belt |
| sand | tock | brick | pluck | bench |
| satchel | toss | bring | plucking | desk |
| send | tossing | bringing | plush | felt |
| sending | tuck | brink | track | help |
| sell | tucking | brushes | trash | helper |
| selling | tucker | brushing | trick | helping |
| sick | well | black | trinket | nest |
| sing | wick | blacken | trunk | rest |
| singing | wicked | blacker | trill | rested |
| sink | wish | blackest | trilling | resting |
| sinking | wishing | blank | truck | tent |
| sill | wishes | blanket | trunks | tenting |
| sock | wing | blink | less | west |
| song | wink | bliss | wingless | went |
| suck | winking | blush | matchless | chest |
| sucking | wind | blushes | joyless | finch |
| sung | witch | blushing | dimness | gild |
| sunk | will | clash | madness | gilt |

| | | | | |
|---|---|---|---|---|
| lift | brisk | romping | hunted | pumping |
| lifted | sift | softer | hunting | punch |
| lifting | sifter | softest | hush | rust |
| list | sifted | bumping | jump | tusk |
| mist | sifting | bump | jumping | thump |
| mint | silk | bunch | lump | clump |
| milk | tint | dust | lunch | plump |
| milking | whisk | duster | must | blunt |
| pinch | lost | hump | musk | much |
| rift | loft | hunt | pump | such |
| risk | romp | hunter | | |

NOTE. The word *rich* is given in this class of words, although the sound group *ich* is omitted because so few words contain it. It is needless to teach a sound group for the sake of only one or two words. So, too, *fresh* is given, *esh* omitted; and in later classes of words *noise* is given, *oise* omitted (page 47); *nurse* and *purse* given, *urse* omitted (page 45), etc.

### Phonetic Parts

| | | | | | | |
|---|---|---|---|---|---|---|
| dr | gl | sk | sm | sw | spr | thr |
| fl | pr | sc | sn | scr | spl | qu |
| fr | sl | sp | st | str | shr | squ |

### Word Drill

| | | | | | | |
|---|---|---|---|---|---|---|
| drab | drill | flat | flit | fret | Frank | prick |
| drag | drop | flap | flock | fresh | glad | prink |
| drank | drug | flax | fling | frill | gloss | prop |
| drench | drum | flash | floss | frog | glimmer | proper |
| drip | drift | fled | flung | from | prank | primer |
| drink | flag | flesh | flinch | Fred | prim | prompt |

| | | | | | | |
|---|---|---|---|---|---|---|
| slab | slot | spin | stag | stuff | strap | shrink |
| slam | sketch | spick | stack | stamp | string | shrill |
| slap | skill | spill | stand | stump | strand | thrash |
| slat | skiff | spot | stem | swam | stress | thrush |
| slack | scum | spun | stick | swell | struck | thrill |
| slash | scat | spent | sting | swim | sprig | quack |
| sled | scan | small | still | swing | spring | quick |
| slid | scamper | snap | stitch | switch | sprang | quit |
| slim | span | snatch | stop | scrap | sprout | quill |
| slip | sped | snip | stud | scrim | split | quilt |
| slit | speck | snug | stun | scrub | splash | |
| slick | spell | stab | stung | scratch | shrank | |

**Sentence Drill**

Ring the bell.
The bell rings ding-dong.
Sing a song.
Baby can sing a pretty song.
I can pack mamma's trunk for her.
Baby has a little trunk for her doll.
Here is a long rope.
Do you like to swim?
Do you like to swim in the pond?
Hush-a-by, baby.
I like hash.
Dick likes to go fishing.
Here is your hatchet.
We had a mocking bird.
The bell rang.
Tuck the baby up.
Lend me your book.
Mamma has a muff.
See the pretty moss on the tree.
Here is the hammer.
Get me some tacks.
Papa can mend the ladder.
Have you a pocket?
Hang up your hat.
See the pretty shell.
I have a pink shell.
The clock goes tick-tock.
Sing a song of sixpence.

See my pretty necklace.
Can you pack a trunk?
My doll has some dishes.
Ding-dong bell,
Pussy is in the well.
I saw a bird's nest hanging in the tree.
Can you trill like a bird?
Baby has fat hands.
He handed me the ball.
See the thick rope.
That horse will kick.
Jump on the plank.
Baby will kiss mamma.
See my pet chicken.
See all the bricks.
Papa will hitch the horse.
Here is mamma's satchel.
Bring me that brick.
The bell is ringing.
Bring me the big pitcher.
Pick up the tacks.
I saw a little green frog jump into the pond.
I like mush.
See the big sack of nuts.
Baby can say, "Thank you."
Here chick, chick, chick; here is some dinner for you.
The humming bird has pretty little wings.
Did you ever go camping?
We are going camping when summer comes.
Let 's sit under this clump of trees.
Mamma has a pretty lamp.
We have a pump by our well.
How much did you pay for the milk?
I like muskmelon.
Jack and Jill
Went up the hill.
Do you like milk?
Do you like mush and milk?
I like cake and milk.
The kittens like to romp.
We have a tent to play in.
Let 's sit on this bench and finish our lunch.
Ned is milking our pet cow.
Can you lift that big brick?
Baby likes to dust. She has a little duster.
We have a big chest.
Do you like chestnuts?
Mamma has a silk dress.
I lost my belt.
Can you help mamma?
Can you help with the dusting?
Baby's hands are the softest.
This is my desk.

Get up on the loft and jump into the hay.
My kitten drank the milk.
The duck goes splish-splash.
Smell the pretty violets.
Hear the duck say "Quack, quack!"
I have a pretty quilt.
See this long string.
Here we stand, hand in hand.
See the kittens scamper off.
Don't slip on the hill.
I saw a big flock of blackbirds.
Did you prick your finger?
We slid downhill.
Here is some nice fresh milk.
The violets are nice and fresh.
I drank some milk and did not spill a drop.
Can you read in the primer?
Papa had a sled when he was a little boy.
See the big haystack.
Can you spell?
This bud has a long stem.
Let's get a drink at the spring.
Here is a ball of string for your kite.
Don't spill the ink and make a blot.
I spent a nickel for a strap.
Split the kindling for mamma.
I like to swing. We have a big swing.

## Drill for Primer Pages 50–51

### Word Drill

| | | | | |
|---|---|---|---|---|
| little | brittle | puddle | hobble | grumble |
| battle | shuttle | paddle | thimble | ruffle |
| bottle | whittle | candle | ramble | muffle |
| cattle | middle | cuddle | scramble | scuffle |
| cuttle | fiddle | dimple | bramble | giggle |
| kettle | riddle | ripple | scribble | wiggle |
| nettle | saddle | supple | bubble | struggle |
| rattle | bundle | topple | hobble | uncle |
| settle | muddle | dapple | mumble | ankle |

| | | | | |
|---|---|---|---|---|
| buckle | tangle | tumbling | middling | struggling |
| pickle | trickle | grumbling | fiddling | bubbling |
| tickle | kindling | rattling | ruffling | rippling |
| tackle | handling | whittling | giggling | |

**Sentence Drill**

I have a bottle of milk for my lunch.
Do you like pickles?
I have a silver thimble.
Hey diddle diddle
The cat and the fiddle.
Baby has a dimple in her chin.
She has some dimples in her little fat hands.
I must put a ruffle on my doll's dress.
Don't step in the mud puddle.
Can you whittle this stick?
See the big kettle.
Baby has a rattle.
This stick is brittle.
Get me a bottle of ink.
Bring in some kindling.
Papa has a saddle for his horse.
Here is a candle for you.
My Uncle Will likes little boys.
Mamma lost the buckle from her belt.
Don't tangle baby's hair.
Stand in the middle of the room.
I have three ruffles on my red dress.
We picked up a big bundle of sticks.
Ben likes to rattle his marbles.

## Drill for Primer Pages 52–55

**Phonetic Parts**

| | | | | | |
|---|---|---|---|---|---|
| ate | ace | ine | ice | ode | ole |
| ane | age | ime | ire | ope | oke |
| ame | ake | ide | ife | ose | use |
| ade | ite | ipe | ile | ore | ute |

**Word Drill**

| | | | | | | |
|---|---|---|---|---|---|---|
| cane | Kate | dale | note | these | Pete | tape |
| base | fate | like | wife | vale | mine | pride |
| bake | dime | jute | rule | rode | chore | stile |
| huge | bake | fore | wave | muse | tune | poke |
| life | lone | line | mane | save | choke | rage |
| dame | dice | fade | sage | woke | mote | tame |
| came | cage | gaze | nice | mace | race | sure |
| face | hide | fine | page | rise | chide | quire |
| space | lope | lake | wage | vase | sake | price |
| gale | dive | haze | brave | shore | mile | trade |
| cove | core | file | wire | rice | tore | brute |
| hose | home | hale | nine | male | chose | stale |
| fuse | gave | pane | wane | chime | side | quite |
| hive | dome | mice | brace | vane | mire | prime |
| cure | lane | chase | while | shine | pine | trace |
| cave | case | tire | rude | pale | tone | stage |
| gate | gale | same | vote | mute | pipe | glide |
| bone | dose | mule | whine | shave | tile | quake |
| Jane | lace | rate | slice | make | pure | thrice |
| lame | date | wide | rove | ride | tide | clove |
| fire | cake | pace | white | skate | sole | prize |
| cape | hire | lute | pave | more | pile | thrive |
| hole | daze | bride | made | shake | spade | prune |
| late | lime | sane | those | mite | time | glaze |
| cute | bite | wise | rose | tube | pose | frame |
| five | hope | nose | name | sale | take | state |
| kite | dine | mate | wore | rake | broke | close |
| bide | fife | wake | rope | mole | stove | tripe |
| game | here | brine | vine | shade | pole | drape |

| | | | | | | |
|---|---|---|---|---|---|---|
| snake | plate | plane | grace | scrape | drake | flame |
| glade | trice | sprite | stroke | smile | slave | spire |
| splice | smoke | grope | slate | strike | drive | |
| grope | grove | place | grate | grade | spore | |

### Sentence Drill

Run home with me.
I made a kite.
My dog's name is Don.
Smell the pretty rose.
I saw a pine tree.
I have nine marbles.
How much is a dime?
Stand in a line.
Let 's play a game.
Come and sit in the shade.
Let 's run to the gate.
We can go swimming in the lake.
I tore a hole in my dress.
Make a fire in the stove and cook the dinner.
Can you skate?
See the smoke. There must be a fire on the hill.
Here are some grapes. Do you like black grapes best?
Get the spade and the rake and make a garden.
See that long hose in the garden.
We can drive this nice old mule.
I can make baby smile.
Let 's make a fire in the grate. Don't let it blaze up too much.
Were you late to-day?
I had some dates for lunch.
Have you a slate?
Do you like spice cake? Mamma made a spice cake for dinner.
We rode on the stage. We rode five miles.
Did you ever ride on the stage?
See the big grove of pine trees.
We had a picnic. We ate our lunch under the pine trees.
Papa's horse has a long black mane.
We have a big grapevine. When the grapes are ripe you can have some.
Jack drove the cows home.

Run a race to the gate and back.
Drive the cattle into the lot and close the gate.
See the sunshine on the wall.
Those grapes are not ripe.
Here is a long pole.
Can you play a pretty tune?
Wake up baby. It is time to go for a ride.
We woke the baby up.
Get the pipe and let's make some bubbles.
I broke my cup.
My chickens are all tame.
We are going to the seashore next summer.
My sister is in the second grade.
Can you splice these ropes?
Go to the store and get some rice.
Baby likes to hide from papa.
Baby's name is Helen, but we call her Baby.

## Drill for Primer Pages 56–59

### Phonetic Parts

ay ai
ail
aid
ain

### Word Drill

| | | | | | | |
|---|---|---|---|---|---|---|
| bay | may | clay | spray | gaining | nail | painter |
| day | May | sway | stray | hail | nailing | rail |
| fay | pay | tray | away | hailing | paid | railing |
| gay | paying | gray | bait | laid | pail | rain |
| gayest | Ray | play | fail | lain | pain | raining |
| hay | say | playing | failing | maid | paining | raise |
| haying | saying | pray | failure | mail | paint | raising |
| lay | way | stay | faint | main | painted | sail |
| laying | bray | staying | gain | mailing | painting | sailing |

| | | | | | | |
|---|---|---|---|---|---|---|
| saint | chain | drain | stain | spraining | explain | ail |
| tail | braid | frail | train | maize | explaining | aid |
| wait | braided | snail | quail | faith | raisin | aim |
| waited | braiding | grain | quaint | maiden | praise | |
| waist | claim | plain | sprain | afraid | aiming | |

**Sentence Drill**

See the hay.
May likes to play.
Ray can paint.
The ducks like the rain.
We went out in the rain.
Did you ever see it hail?
It rained and hailed one day.
Get me some nails.
See that stray dog.
The men are haying.
Come home with me and stay all day.
Let 's go for a sail.
We went down by the bay.
We are going sailing.
Can you paint a pretty picture?
Stay with me and let 's play.
I want some clay.
My sister is staying at home to play with the baby.
Rain, rain, go away.
We were afraid of the cows.
My dog ran away.
We planted some grain.
Is baby afraid of the dog?
We saw some quail.
Give the chickens some grain.
The painter is painting the fence.
Mail this letter for mamma.
Wait for me and I will go sailing with you.

## Drill for Primer Pages 60–66

**Phonetic Parts**

| | ee | ea | |
|---|---|---|---|
| eed | eet | eak | eap |
| een | ead | eam | eat |
| eep | eal | ear | each |

**Word Drill**

| | | | | |
|---|---|---|---|---|
| bee | heaping | leap | rear | screen |
| feast | seam | beating | keenness | preacher |
| heed | feet | leaning | leaf | preach |
| peach | feeling | beast | three | cheated |
| neater | nearest | reader | lead | treat |
| bean | neatest | heath | speed | squeak |
| geese | heap | reap | teach | bleating |
| tease | beak | leanness | keeping | wee |
| seek | mean | reaches | leader | bleak |
| beef | seat | deer | shearing | tree |
| leave | meal | lean | leading | please |
| near | sea | reaper | street | cheating |
| neat | peel | keep | teacher | squeeze |
| team | peeling | deepest | stream | weed |
| fearing | meat | reaping | wheel | clean |
| neatness | seem | leaking | queen | week |
| beet | feeding | keeping | shear | steep |
| tea | seedless | reach | teaching | sweetest |
| need | least | reaching | streak | cheat |
| fearless | feed | deep | sheet | queer |
| beetle | dear | seeing | breeze | glean |
| heel | leaping | needle | teaches | sweeter |
| beach | dearest | leak | squeal | weep |
| fear | peep | steed | scream | cheapest |
| beam | hearing | leafless | sheep | glee |
| bead | read | reef | steam | steepest |
| heedless | seed | keen | beat | Greek |
| peaches | reading | sheath | veal | weeping |
| nearer | seen | teeth | preaching | greeting |

| | | | | |
|---|---|---|---|---|
| steeple | cheese | sweeper | yeast | dream |
| cheaper | greet | cleanest | fleece | creep |
| cheap | sweet | weaken | sweeping | speaker |
| sweetness | weaker | green | year | cream |
| steal | sleeping | sleeve | dreamer | sneeze |
| weak | cheese | weave | clearness | speech |
| clear | greenest | freeze | sweep | speak |
| sleep | weakest | sleek | creak | east |

### Sentence Drill

See the bees.

We have a beehive. Did you ever see a queen bee?

Make some tea for mamma.

I can read in my sister's reader.

We planted some peas and some beans.

Did you ever see a beetle?

The leaves have fallen off of the tree.

We have a peach tree.

Do you like peaches?

Our peaches are not ripe yet.

We like to play on the beach.

Mamma needs me. I must help her.

See the pretty sunbeam.

String the beads and make a pretty necklace.

We have some seedless grapes. We like seedless raisins.

Let's run down the steep hill.

Hear the little lambs bleating.

My mamma is teaching me to play a pretty tune.

See the white sheep all fast asleep.

My plants will freeze in that breeze.

See the tall steeple.

My hands and face are clean.

This is my cleanest dress.

Take the weeds out of the garden. Put them in the wheelbarrow and wheel them away.

My lamb's fleece is white.

Get your broom and help mamma sweep.

I have a little carpet sweeper for my doll.
This red apple is the sweetest.
Let's go fishing in this stream.
What street do you live on?
This big stream is deeper than our creek.
That pan leaks. We must have it mended.
Can you reach the top shelf?
Peel some peaches for lunch.
We are not afraid of the geese.
Baby is feeding the chickens and the ducks and the geese.
Can you help freeze the ice cream?
Do you like ice cream?
Please help me sweep this room.
Can baby say "Please"?
Don't tease the geese.
My wagon wheel is broken.
The man will shear the sheep.
Baby smiles in her sleep. Perhaps she is dreaming.
Let's save these apple seeds and plant them.
I like to sit on the driver's seat when I ride on the stage.
Please go to the store and get some cheese.
See this queer little chicken.
We saw a pretty deer.

## Drill for Primer Pages 67–71

### Phonetic Parts

old olt oa ight - ite

### Word Drill

| | | | | |
|---|---|---|---|---|
| cold | hold | golden | coal | loaves |
| colder | holding | mold | coat | loan |
| coldest | told | molding | coach | load |
| bolt | scold | fold | coaches | moan |
| bolted | jolt | folded | coast | road |
| bold | jolted | folding | coaster | roar |
| boldness | gold | colt | loaf | roaring |

| | | | | |
|---|---|---|---|---|
| roast | floated | fight | tighten | dry |
| soap | groan | fighting | flight | fly |
| soar | groaning | light | slight | fry |
| soaring | throat | lighten | fright | pry |
| toad | whoa | lightning | frighten | shy |
| toast | sigh | lighter | frightening | spy |
| toasted | high | lightest | frightened | sty |
| boat | higher | might | bright | try |
| cloak | highest | night | my | why |
| croak | nigh | right | by | spry |
| float | sight | tight | cry | sly |

**Sentence Drill**

Please bolt the gate and keep it closed.

It is cold to-day.

We have a goldfish.

Papa is painting our boat.

I have a coaster. I can coast down the steepest hill.

Butter the hot toast and make some tea for mamma.

Please bring in some coal.

Clear the road. Here come the boys on their coasters.

Papa gave me a pretty gold ring.

Where are the oars for papa's boat?

We can ride on the load of hay.

By, baby, by, do not cry.

Here is the candle to light you to bed.

Try, try again.

We saw the lightning in the sky.

Swing me higher, higher, higher.

We played "I spy" last night.

wr

wrap
wring
wrung
wrench
wren
wrist
wrong
write
wrote
written
wreath
wrestle
wriggle
wrapper
wrapped
wreathes
wrecked
wrenching
wringer
wrinkle
wry

kn

knock
knocker
knocking
knack
knuckle
knee
kneel
kneeling
knelt
knit
knitting
knitted
knickerbocker
knife
knapsack
knob
knight
knead
knives

gn

gnat
gnash
gnashing
gnaw
gnawed
gnawing
gnarl
gnarled
gnome

**Sentence Drill**

Wrap the baby up and don't let her get cold.

I wrote a letter to papa.

We have a little wringer. We can wring the doll's clothes.

I lost my knife. Will you lend me your knife?

When I tie my dog, he will gnaw the rope and run away.

Let's make a pretty wreath.

Have you written your lesson?
We saw a little wren's nest.
Baby has dimples in her knuckles.
See all the little gnats.
My pet squirrel likes to gnaw his nuts.
My lesson was wrong and I wrote it again.
I have a little knapsack. It is just like papa's big knapsack.
My papa has three knives.

## Drill for Primer Pages 72–77

### Phonetic Parts

ar

ard ark arm art arch

### Word Drill

| | | | | |
|---|---|---|---|---|
| car | charming | marching | hardest | lard |
| starch | part | spark | market | smart |
| darkest | marking | tart | darkness | mark |
| bar | charm | Clark | start | barking |
| artist | sparkle | farmer | partner | star |
| far | march | chart | card | carpenter |
| barn | park | quarrel | harm | carpet |
| farm | part | quarreled | dark | farther |
| scarlet | parted | quarreling | tar | lark |
| dart | large | darker | hard | garden |
| Carl | barge | jar | scar | gardener |
| sharp | charge | alarm | sharpen | gardening |
| are | shark | harder | harden | darken |

### Sentence Drill

I like to ride in the street car.
See the bright stars. The stars shine in the dark night.
We can play in the barn.
My uncle is a farmer. He has a big farm.
Please sharpen my pencil.
Hear the dogs bark.
The carpenter mended my wagon.
How much did the man charge for your book?
Tramp, tramp, tramp, the boys are marching.
Your pencil is sharper than mine.
This nut is too hard to crack.
We had some tarts for lunch. Do you like tarts?
Come out and see the stars sparkle.
Make some starch and starch baby's clean dress.
We are going out to the park.
Sweep the carpet and make it nice and clean.
Hear the lark sing.
Can you jump farther than I can?
See this nice large apple.
My ball is the hardest.
Can you go to market for mamma?
That man is an artist. What does an artist do?
Mamma does not like it when we quarrel.

## Drill for Primer Pages 78–80

### Phonetic Parts

er ir ur

### Word Drill

| | | | | |
|---|---|---|---|---|
| Bert | turning | surf | burned | verse |
| turn | curve | burn | squirm | verses |
| turned | birthday | burning | sir | purr |

| | | | | |
|---|---|---|---|---|
| bird | birches | pert | churned | shirk |
| squirming | chirp | stir | hurting | church |
| squirmed | chirping | stirring | hurt | churches |
| nurse | chirped | stirred | hurling | herd |
| nurses | squirt | churn | burnt | girl |
| squirrel | thirst | curling | stern | firm |
| fern | thirsty | fir | third | firmest |
| fur | perch | curbing | first | curl |
| September | jerk | clerk | burst | churning |
| purse | jerked | Thursday | bursting | skirt |
| birch | jerking | Saturday | were | iceberg |

**Sentence Drill**

Please turn the rope and let us jump.
Don't burn your hand on the hot stove.
My birthday will come in September.
Baby's birthday is in May.
My kitten has soft black fur.
Baby has pretty golden curls.
Sometimes mamma curls my hair.
We have a pet squirrel.
We made some big bubbles, but they all burst.
The hot sun will burn baby's face.
This church has a big steeple.
Next Saturday Bert is coming to play with us.
There was a little girl
And she had a little curl.
Don't jerk the string and make the kite come down.
The birch tree is very pretty.
We saw a herd of cattle.
I burnt my finger.
The little bird sleeps on its perch.
Hear my kitten purr.
Mamma gave me a purse.
Did you ever bathe in the surf?
Hear the little birds chirping.
Ned is churning to-day. He will make some nice butter for us.

## Drill for Primer Pages 83–87

### Phonetic Parts

| | | ou | ow | | |
|---|---|---|---|---|---|
| ound | oud | out | our | ounce | owl |

### Word Drill

| | | | | |
|---|---|---|---|---|
| bow | pounding | shouting | scour | crown |
| spout | mow | plow | louder | how |
| coward | loud | trowel | pound | cow |
| mount | mouse | loudest | cloud | blouse |
| mountain | lounge | down | howl | bowing |
| ground | proud | town | spouting | brown |
| trout | found | stout | hound | thousand |
| south | row | bound | frowning | sour |
| pout | sprout | pouch | brow | sound |
| pouting | sprouting | towel | frown | around |
| round | shout | pounded | now | about |
| sourest | shouted | drowned | flower | aloud |

### Sentence Drill

We saw a big owl in the barn.
I saw a little brown owl standing on the fence.
Can you come to my house and play with me?
Here are some pretty flowers for you.
Mamma is going down town.
Baby can say, "How do you do?"
I can help papa with the plowing.
See these nice round stones.
Lie down on the lounge and go to sleep.
We saw some pretty speckled trout in the stream.
We climbed the high mountain.
This apple is too sour to eat.

Do you like sour lemons?

Can you count to one thousand?

We planted some sunflower seeds, and they are beginning to sprout.

The painters are painting our house. It will be a brown house now.

Take the trowel and dig in the ground.

We went to the store for a pound of tea.

The man in the south
Burnt his mouth
Eating cold plum porridge.

I scoured my doll's knives and made them nice and bright.

This is the house that Jack built.

A little mouse ran across the room.

## Drill for Primer Pages 88–89

### Phonetic Parts

oy oi or

oin oil ork orn

### Word Drill

| | | | | | |
|---|---|---|---|---|---|
| boy | pointed | join | choice | border | north |
| toil | pointing | joining | for | bordering | fork |
| toiling | coin | toiler | stork | Morse | northern |
| broil | boiler | soil | corn | corner | horse |
| broiled | coil | soiling | born | storm | horses |
| broiling | spoil | moist | cord | storming | morn |
| joy | spoiled | boyish | thorn | cork | morning |
| boil | spoiling | toy | nor | Norse | scorch |
| boiled | hoist | oyster | short | form | torch |
| point | joint | loyal | scorn | former | shorter |
| pointer | noise | voice | scorning | horn | shortest |

### Sentence Drill

Point to the east.
Point to the west.
Point to the south.
Let's join hands and make a ring.
I saw an oyster in its shell.
My sister has a jointed doll.
Don't spoil your nice clean book.
We have a big closet for our toys.
My big horn makes a loud noise.
I woke up at five o'clock this morning.
We were out in the storm.
Have you a knife and fork?
Here is some corn for the horses.
Get a cork for this bottle and don't spill the ink.
Did you ever play "puss in the corner"?
Get the pitchfork and give the horse some hay.

## Drill for Primer Pages 90–93

### Phonetic Parts

| | | | | |
|---|---|---|---|---|
| all | alk | aw | au | ew = ū |
| | awn | awl | aught | |

### Word Drill

| | | | | |
|---|---|---|---|---|
| paw | Maud | walking | calling | hauling |
| balk | paw | walker | saw | straw |
| stall | draw | fall | chalk | drawn |
| fawn | pause | falling | shawl | walk |
| caught | pausing | dawn | Paul | walked |
| lawn | malt | cawing | law | walking |
| hall | walk | wall | halt | small |
| caw | walked | call | haul | sprawl |

| | | | | | |
|---|---|---|---|---|---|
| hawk | talking | dew | stew | newer | screw |
| smaller | pause | few | newness | mewing | blue |
| smallest | cause | mew | flew | brew | flue |
| strawberries | because | new | stewing | drew | hue |
| salt | taller | pew | newest | strew | cue |
| talk | tallest | yew | grew | Lewis | screwing |

### Sentence Drill

Let 's play on the lawn.
Take this green chalk and draw a tree.
London Bridge is falling down.
My sister is taller than I, and baby is the smallest of us all.
Do you like to draw on the blackboard?
I must go in the house, because it is getting late.
This is the malt that lay in the house that Jack built.
Does your horse balk?
I saw a little fawn. What is a fawn?
Mamma has a pretty pink shawl.
Do you like strawberries?
This is my newest doll.
Have you a new hat?
Get some screws and screw the lid on the box.
My bird flew away.
Our sunflowers grew up tall.
Have you a blue dress?
Frank drew my picture.
Pick a few violets for me.

## Drill for Primer Pages 94–100

### Phonetic Parts

ook ood oom oon ool oot ow ou ind

### Word Drill

| | | | | | |
|---|---|---|---|---|---|
| book | hook | look | wool | hood | soot |
| cook | good | looking | woolen | nook | wood |
| cooking | goodness | hoof | foot | rook | wooden |

| | | | | | |
|---|---|---|---|---|---|
| shook | tool | smooth | crowed | growing | grind |
| brook | stool | droop | know | own | grinding |
| crook | school | scoop | known | soul | blind |
| crooked | cool | proof | show | course | rind |
| crookedness | cooler | pool | showing | four | kind |
| stood | foolish | gloom | flow | pour | kinder |
| moon | foolishness | slow | flowing | pouring | kindest |
| noon | room | slower | mow | court | finding |
| soon | broom | snow | mowing | fourth | bind |
| sooner | tooth | blow | row | fourteen | binding |
| spoon | goose | blower | rowing | find | could |
| food | loose | blowing | grow | wind | would |
| spool | rooster | crow | grown | mind | should |

### Sentence Drill

Are there any fish in the brook?

I hurt my foot.

Baby has a pretty little fat foot.

Mamma made me a red hood.

Grace is cooking breakfast.

I had a little wooden horse.

We stood in a long row.

See the crooked line.

Bring in some wood for mamma.

We ran to school.

Here is a spool for the kitten to play with.

Grace has a pet rooster.

Let 's sit in this nice cool room and look at the picture book.

The dish ran off with the spoon.

My papa comes home to his lunch at noon.

I have a tool chest. It has a hammer and a saw and a plane in it.

The man in the moon
Came down too soon,
To ask his way to Norwich.
The man in the south
Burnt his mouth,
Eating cold plum porridge.

# Part III

## BLACKBOARD WORK

AND

## SUPPLEMENTARY READING

*SECOND HALF YEAR*

# Part III

## DIRECTIONS

The blackboard work in Part III consists of the development of additional sound groups, with material for word drill and sentence drill, and is a continuation of the work given in Part II.

This blackboard work is designed for use with any reader intended for the second half year of school. The work here outlined extends the power of the child to read phonetic words. Such new sight words as the child may meet in any reader should be told him.

**Phonetic Parts**

adge edge idge odge udge

ence ince ounce

**Word Drill**

| | | | | | |
|---|---|---|---|---|---|
| badge | lodge | thence | flouncing | singe | strange |
| Madge | pledge | pounce | bouncing | twinge | stranger |
| judge | fence | flounce | fencing | plunge | strangest |
| ledge | mince | bounce | pouncing | lounge | changing |
| wedge | since | ounces | fenced | hinges | changed |
| bridge | quince | quinces | bounced | fringes | ranger |
| dodge | hence | princes | pounced | lounges | manger |
| hedge | prince | pounces | hinge | change | danger |
| trudge | pence | bounces | fringe | range | lamb |

| | | | | | | |
|---|---|---|---|---|---|---|
| crumb | numb | crumbs | earn | learn | heard | pearl |
| thumb | limb | thumbs | earning | learning | earth | search |
| dumb | lambs | limbs | earned | learned | Earl | searching |

### Sentence Drill

We ran across the bridge.

We were playing hide and go seek, and we hid down by the hedge.

Madge put some pretty fringe on her doll's dress.

Let 's give these crumbs to the birds.

My uncle has fourteen little lambs. He is going to give me one little pet lamb.

Will you learn a pretty new song for papa?

Do you like mince pie?

My brother can jump over a high fence.

Mamma made some quince jelly.

See how high my ball bounces.

Put baby on the lounge and let her take a nap.

See how tall the corn is growing.

Can you earn ten cents next Saturday?

We have a big range in our kitchen.

We heard my pet rooster crowing at four o'clock this morning.

### Phonetic Parts

| | | | | | |
|---|---|---|---|---|---|
| ny | ry | gy | zy | sy | ey |
| dy | py | ly | ty | cy | ie |

### Word Drill

| | | | | | |
|---|---|---|---|---|---|
| rainy | hurry | city | pity | prettily | kindly |
| lovely | sleepy | story | dizzy | lady | nearly |
| kitty | ivy | very | happy | nicely | slowly |
| daisy | pony | Nancy | merry | silly | only |
| funny | downy | shaggy | fairy | frosty | early |
| Harry | every | candy | happily | neatly | daily |

| | | | | | |
|---|---|---|---|---|---|
| Benny | cloudy | sadly | partly | monkey | Nellie |
| jolly | empty | partly | dainty | donkey | pansies |
| penny | tiny | hardly | pantry | chimney | pennies |
| jelly | puppy | starry | salty | barley | stories |
| Billy | easy | fifty | hilly | parsley | parties |
| lonely | rosy | ugly | rusty | turkey | cities |
| quietly | sorry | swiftly | mighty | journey | puppies |
| brightly | Jenny | twenty | hungry | honey | monkeys |
| sunny | chilly | thirty | pansy | money | turkeys |
| carry | holly | sixty | muddy | Bessie | donkeys |
| queerly | dolly | seventy | surely | Jessie | chimneys |
| quickly | berry | plenty | closely | Charlie | |
| lazy | badly | softly | strangely | Hattie | |

**Sentence Drill**

Windy, windy weather,
Frosty weather;
When the wind blows,
We all go together.

Here is some candy. Now we can have a little party.

Mamma made some strawberry jelly.

Four and twenty blackbirds
Baked in a pie.

We have twelve little downy chicks.

See how brightly the sun shines so early in the morning.

I saw a bird's nest, but it was empty. The little birds had all flown away.

My brother found a tiny little puppy.

Can you tell me a fairy story?

How many pennies have you in your bank? Have you any pennies in your pocket?

We saw a funny little monkey.

We gave him some peanuts and that made him happy.

Did you ever hear the story about the ugly duckling?

I had some pretty purple pansies.

### Phonetic Parts

| | | | |
|---|---|---|---|
| ful | ace | il | ble |
| ure | age | el | able |

### Word Drill

| | | | | |
|---|---|---|---|---|
| cheerful | venture | voyage | anvil | channel |
| cheerfulness | mixture | lovable | pencil | chapel |
| careful | moisture | agreeable | pupil | kernel |
| faithful | capture | peaceable | camel | bushel |
| faithfulness | picture | vegetable | panel | tassel |
| gleeful | village | handsome | parcel | hazel |
| playful | sausage | lonesome | barrel | mantel |
| beautiful | message | tiresome | level | weasel |
| hopeful | courage | winsome | laurel | quarrel |
| graceful | damage | palace | satchel | travel |
| thankful | package | terrace | tunnel | |
| helpful | cabbage | necklace | morsel | |
| pasture | passage | surface | funnel | |
| failure | manage | furnace | kennel | |

### Sentence Drill

Did you ever see a camel?

Go to the garden and get some nice fresh vegetables.

We planted a vegetable garden.

Here is a pencil for you.

The cattle are in the pasture.

Our little puppies are very playful. They try to play with the mother dog.

Can you carry this big parcel for mamma?

Baby is lonesome when we are at school.

The king and queen live in the palace.

I have a big cabbage in my vegetable garden.

See this beautiful rose. It is for mamma. Be careful and don't let it wither.

What is an anvil?

My grandma lives in a little village.

I strung some beads and made a pretty necklace for baby.

We saw the anvil in the blacksmith's shop.

See if you can carry mamma's satchel.

### Phonetic Parts

| | | |
|---|---|---|
| tion | tious | en |
| sion | cious | in |
| ion | ous | ain |

### Word Drill

| | | | | | |
|---|---|---|---|---|---|
| mansion | station | gracious | porous | frozen | urchin |
| action | section | million | gorgeous | oven | napkin |
| auction | junction | trillion | wooden | sudden | robin |
| auctioneer | question | onion | lighten | children | cousin |
| motion | portion | cushion | tighten | chicken | mountain |
| caution | mission | fashion | seven | quicken | captain |
| mention | permission | opinion | sharpen | woolen | bargain |
| excursion | cautious | companion | written | satin | fountain |
| addition | luscious | joyous | blacken | basin | certain |
| attention | precious | famous | sweeten | cabin | |
| vacation | delicious | wondrous | broken | raisin | |

### Sentence Drill

My big brother can count up to one million.

Have you written your lesson?

We are going to the railroad station to meet papa when he comes on the train.

Do you like raisins?

I am going to visit my cousins when vacation comes.

A robin has a nest in our garden.

Get some cushions and put them in the hammock. Then we can be comfortable.

The chickens scratched up my vegetable garden. I had planted some peas and beans and onions.

Please sharpen my pencil. I have broken the point.

That big house is called a mansion.

The children like to play out in the old log cabin.

We climbed a high mountain last summer.

### Phonetic Parts

| | | |
|---|---|---|
| a | ble | gle |
| out | dle | tle |
| in | fle | ple |

### Word Drill

| | | | | |
|---|---|---|---|---|
| about | amusement | outshine | invite | title |
| around | alive | outline | instead | brittle |
| across | along | outbound | intrude | stifle |
| adrift | alone | outer | table | trifle |
| agree | aloud | invent | sable | eagle |
| alarm | amazement | invention | cable | double |
| again | abundant | invert | ladle | trouble |
| against | aboard | indent | cradle | feeble |
| aside | awake | intend | needle | people |
| awhile | away | insist | idle | marble |
| adopt | April | insisting | bridle | turtle |
| afraid | apricot | inside | rifle | girdle |
| agreement | acorn | inquire | noble | myrtle |
| amuse | outside | inquiring | bugle | |

### Sentence Drill

My dog always runs when he hears the fire alarm. He likes to race the horses to the fire. He is not afraid of the fire.

My sister's birthday comes in April.

We have an apricot tree. Do you like apricots?

We went to the woods and gathered some acorns from the big oak trees.

We saw a big eagle up on the mountain.

Here is the church and here is the steeple,

Open the door and see all the people.

Hear the bugle call.

Please find mamma's needle.

Papa has a new saddle and a new bridle for his horse.

Can you amuse the baby and keep her from crying? Baby does n't like to stay alone.

Mamma says that I can invite you to my party.

### Phonetic Parts

be de re pre

### Word Drill

| | | | | |
|---|---|---|---|---|
| follow | following | listen | because | belong |
| tallow | willow | hasten | before | beyond |
| narrow | minnow | glisten | below | between |
| elbow | borrow | fasten | becoming | beside |
| arrow | shallow | fastening | begin | behind |
| fellow | meadow | glistening | beginning | beseech |
| mellow | yellow | listening | began | deceit |
| shadow | hollow | softening | beneath | deceive |
| sparrow | often | become | behave | decline |
| pillow | soften | became | behold | declare |

| | | | | |
|---|---|---|---|---|
| defeat | delightful | recess | replying | preserve |
| defend | depart | receive | select | prepare |
| delay | departure | refresh | secure | prefer |
| degree | deserve | refreshment | pretend | |
| delaying | destroy | rejoice | pretending | |
| delight | recall | reply | prevent | |

### Sentence Drill

Come and play follow the leader. You may be the leader. I will go behind you.

See how big my shadow looks.

We ate our lunch under the willow trees.

See the little brown sparrows.

Here is a pillow for papa. He is tired.

Let baby sit between us on the bench.

If you will listen, you will hear the bird sing. It is a meadow lark.

See the dewdrops glistening on the grass.

Mamma is making apricot preserves.

Does this pencil belong to you?

Baby must not destroy her toys.

I must hurry home because mamma wants me.

Baby is delighted with her new playthings.

I have a bow and some arrows. I can shoot the arrows up into the willow trees.

### Phonetic Parts

| | | | | |
|---|---|---|---|---|
| com | ap | ac | at | ab |
| con | ad | af | an | as |

### Word Drill

| | | | |
|---|---|---|---|
| combine | conductor | advice | Atlantic |
| command | appear | address | assist |
| commence | appearing | adventure | assistance |
| compel | appearance | advance | astonish |
| compelling | abrupt | advancement | astonishment |
| complete | absent | affection | angry |
| completed | absence | afford | animal |
| completing | according | attack | ankle |
| compelled | account | attend | annoy |
| commencement | accuse | attention | annoyance |
| complain | acquaint | attic | angle |
| complained | acquaintance | attract | anchor |
| complaining | admit | attractive | |
| consent | admittance | attempt | |
| confuse | admire | attempted | |

### Phonetic Parts

dis mis per pro en ex

### Word Drill

| | | | | |
|---|---|---|---|---|
| dismay | discharge | procession | entice | exchange |
| disappoint | misstep | protect | entreat | excuse |
| disappointment | mistake | protection | engage | express |
| disappointed | mistaken | pronounce | explain | exact |
| discard | persist | promote | explaining | extend |
| display | perform | promotion | expect | |
| disturb | performance | prolong | expected | |
| distinct | perfume | provide | excite | |
| distinctly | proceed | enjoy | excitement | |

### Sentence Drill

My mamma does not want me to be absent from school unless I am sick.

We are going to see the procession.

My papa has gone across the Atlantic Ocean in a big ship.

Mamma is reading me about the adventures of Robinson Crusoe.

We like to play in the attic.

I have a red express wagon.

Will you come and play with me next Saturday? I shall be disappointed if you don't come.

My sister was promoted.

Will you exchange this book for me?

We are going to have a circus performance in our yard. We shall expect you to come.

Don't make too much noise and disturb mamma when she is resting.

### Phonetic Parts

inter under ob oc op al

### Word Drill

| | | | | |
|---|---|---|---|---|
| interfere | already | poison | whistling | cedar |
| interest | almost | collar | cent | cement |
| understand | also | dollar | century | center |
| understood | always | cedar | cell | centipede |
| undertake | beckon | nectar | cider | central |
| obtain | beckoning | poplar | cistern | certain |
| obstruct | lesson | mirror | ceiling | certainly |
| occur | reason | parlor | cinder | circle |
| occurred | reasoning | whistle | cease | city |
| oppose | reasonable | rustle | cylinder | cities |
| obstruction | prison | castle | circus | |

### Sentence Drill

I have ten cents.
Our cistern is full of water.
Can you throw this ball as high as the ceiling?
We saw the circus parade.
Stand in the center of the circle and show us a game to play.
Draw a circle on the blackboard.
Which do you like the best, the city or the country?
Did you ever see a centipede?
Can you make a clay cylinder?
See all the cells in the honeycomb.
My sister has a promotion certificate.
I saw a row of cedar trees. Did you ever see a poplar tree?
Mamma has a big mirror in her room.
How many ten-cent pieces are there in a dollar?

### Phonetic Part

ph

### Word Drill

| | | | | |
|---|---|---|---|---|
| Philip | sphere | glove | done | Monday |
| phaëton | ought | gloves | none | money |
| physician | bought | shovel | son | honey |
| pheasant | brought | shoveling | won | cover |
| photograph | thought | loving | ton | color |
| camphor | thoughtful | come | month | comfort |
| nephew | sought | comes | front | discover |
| orphan | love | coming | sponge | among |
| sulphur | dove | some | monkey | wonderful |
| cipher | doves | one | young | nothing |

| | | | | |
|---|---|---|---|---|
| tongue | brother | they | freight | veil |
| wonder | smother | obey | neigh | skein |
| other | smothered | eight | neighbor | reindeer |
| mother | another | weight | weigh | neighborhood |

### Sentence Drill

My brother's name is Philip.

We have a photograph of the baby.

I like to ride in mamma's phaëton.

I saw a pheasant. Do you know what a pheasant is?

Find me a sphere.

Get the shovel and shovel up the sand.

I bought mamma a pair of gloves for a birthday present.

What color is your new dress?

Do you like bread and honey?

The king was in the counting house

Counting out his money.

The queen was in the kitchen

Eating bread and honey.

Santa Claus drove eight tiny reindeer.

I wonder where the reindeer are now.

### Word Drill

| | | | | |
|---|---|---|---|---|
| puss | piece | receiving | prove | threaten |
| full | brief | Ruth | prune | thread |
| pull | chief | truth | improve | head |
| push | shield | truthful | work | meant |
| bush | thief | ruby | word | deaf |
| cushion | belief | truant | worm | ask |
| pudding | believe | true | world | task |
| bullet | deceive | brunette | worse | bask |
| pulpit | receive | brute | worst | basket |
| field | believing | rule | bread | flash |
| yield | deceiving | move | spread | glass |

| | | | | |
|---|---|---|---|---|
| pass | grasp | quaff | calf | calm |
| lass | clasp | aft | half | palm |
| brass | fast | after | aunt | psalm |
| class | fasten | waft | daunt | laugh |
| grass | last | raft | haunt | laughing |
| dance | past | draft | jaunt | laughed |
| prance | chaff | craft | launch | laughter |
| glance | staff | shaft | alm | calves |

**Sentence Drill**

Sing, sing, what shall I sing?

The cat ran away with the pudding bag string.

Ruth is a little girl who lives in our neighborhood.

Puss likes to sleep on mamma's nice soft cushion.

I have some rosebushes in my garden.

Your writing is improving every day.

Do you like prunes?

Please spread some jelly on my bread.

Can you thread mamma's needle for her?

Here is a nice basket of fruit for grandma.

The grass needs cutting. Can you run the lawn mower?

Mamma has a ruby in her ring. What color is a ruby?

# APPENDIX

## BLACKBOARD WORK

ARRANGED FOR

## CYR'S PRIMER AND FIRST READER

# APPENDIX

## THE APPLICATION OF THE NATURAL READING METHOD TO THE CYR READERS

The method here presented is the same as that given in the preceding pages of this Manual. The arrangement differs, in part, through following the order of words found in the Cyr Primer.

For clearness and for convenience in using the method with this set of words, the detailed directions which are given in Part I of this Manual are repeated.

### FIRST STEP. THE SENTENCE

#### Blackboard Reading

Note. The words used in these sentences arranged for preliminary blackboard work are those found in the first twenty pages of the Cyr Primer.

Call a child to the front and ask him to run across the room. Then place upon the blackboard the sentence

I can run

and read it to the child. The child may then read the sentence, as a whole, slipping the pointer across the entire sentence and not stopping at the separate words. Repeat with several children in turn.

Erase this sentence, place upon the blackboard

I can catch you

and proceed as with the former sentence.

In this way, teach in turn several "action" sentences, reviewing meanwhile all that have been presented. At first have but one sentence at a time on the blackboard until there is no longer danger of confusion.

Action sentences:

I can run.
I can catch you.
I can play.
I can sing.
I can feed my kitty.
I can fly like a bird.
I can ride a horse.

Again, place in a group several objects and ask a child to select one. As he holds it (a book, for example), place upon the blackboard the sentence,

I have a book.

Read it to the child, and let him read it. Erase this sentence, permit another child to choose an object, and continue as follows:

I have a doll.
I have a bird.
I have a nest.
I have a slate.
I have a horse.
I have a cow.
I have a kitty.

Use toy or picture bird, cow, etc.

With the same group of objects, follow with the sentences,

Take the book.
Take the doll.
Take the nest, etc.
Look for the slate.
Look for the kitty, etc.

Continue introducing short sentences, using the words in the list on page 73. At this early stage a sentence containing a *new* word must first be read to the child.

Whatever plan is used, each sentence presented should be interesting from the *child's* point of view. It is better to tell the whole story in one sentence and have it strong, as, —

My papa has a new gun,

than to dilute it and spread it through many weak sentences, as, —

See my papa.
See the gun.

I see my papa.
I see the gun.

It is papa's gun.
It is a new gun.

Nonsense jingles are always well received, and many needed words may be introduced in this way which would not lend themselves readily to good vital sentences.

Run, run, run,
Oh, see the fun!

Here we go
All in a row.

Hip, hip, hop,
Do not stop.

## SECOND STEP. THE WORD

### Blackboard Reading — *Continued*

Place upon the blackboard a group of sentences, which the children know how to read, as :

I have a book.
I have a cow.
I have a nest.
I have a slate.

Let the children read them.

As the children watch, erase

*I have, I have, I have, I have,*

leaving

a book.
a cow.
a nest.
a slate.

Have the children tell what remains. Then erase *a, a, a, a,* leaving the single word

book.
cow.
nest.
slate.

Retain these words for daily drill, rearranging their order from day to day.

Again, place upon the blackboard the same group of sentences, and as the children watch, erase *a book, a cow, a nest, a slate,* retaining

I have.
I have.
I have.
I have.

Erase *I,* retaining *have,* and add *I* and *have* to the list of words for daily drill.

Note. To economize time, the daily word drill may be a concert exercise. The danger in concert work is that a few children lead; the others follow and derive very little benefit. This difficulty may be overcome by permitting the leaders to stop reciting, as they seem to know the words, thus throwing the responsibility upon the weaker ones and giving the drill where it is most needed.

In this way, give the sentences,

I can run.
I can play.
I can sing, etc.

Erase *I can, I can, I can,* leaving

run.
play.
sing.

Continue until the list of sight words below is complete.

It is important that these words be so thoroughly learned that there can be no hesitation nor doubt, for upon the absolute certainty of the child's recognition of these words depends the ease and success of the next step.

At this stage the three lines of daily work are:

1. Drill on the separate words for rapidity and accuracy in recognizing, regardless of meaning.

2. Sentences giving a new arrangement of these words.

3. New sentences introduced as the former ones were, these sentences containing new words. They must be told the child outright — and told him again if he does not remember them. There must be no *guessing* nor *puzzling,* for as yet the child cannot be expected to have a clew to the new words.

WORDS FROM PRIMER PAGES 1–21

| | | | | |
|---|---|---|---|---|
| a | do | I | nest | see |
| am | feed | kitty | on | take [1] |
| at | for | little | oh | tree |
| and | fly | look | papa | the |
| book | go | like | pretty | to |
| bird | give | mamma | play | you |
| baby | horse | my | run | your |
| big | have | me | ride | yes |
| can | has | mouse | sing [1] | Alice |
| catch | is | mice | sew | John |
| cow | in | may | school | Willie |
| doll | it | milk | slate | |

[1] The words *sing* and *take* occur later in the Primer, not in the first twenty pages, but they are added here for use in the next step.

## THIRD STEP. PHONETIC PARTS OF WORDS

### Blackboard Reading — *Continued*

1. Place upon the blackboard the word *sing*. As the children watch your lips, pronounce the word *sing*, prolonging slightly and making prominent the initial sound *s*. Have the children tell what sound comes first in speaking the word *sing*, or rather, ask them to show how they would *begin* to say the word *sing*.

Erase *ing*, leaving only *s*.

Place *see* on the blackboard, and proceed as with *sing*, — erasing *ee*, leaving only *s*.

Write the word *mice*. Pronounce, making prominent the sound *m*. Erase *ice*, leaving *m* ; continue with *may*, *mouse*, *milk*, erasing *ay*, *ouse*, *ilk*.

Continue this plan and teach the consonant sounds from the following words.

b—book
bird
big
c—can
catch
cow
d—doll
f—feed
for
g—go
h—horse
J—John
k—kitty
l—little
look
like
m—mice
may
milk
mouse
n—nest
p—papa
r—run
ride
s—sing
see
t—take
W—Willie
y—yes

The initial *v* occurs for the first time in Primer, page 68, *very*. Therefore it may be taught later. The initial *z* being so uncommon, it may be omitted at this point.

Drill on these consonants, as separate sounds should be *discontinued* as soon as the drill begins in reading lists of words in which they are constantly repeated. See Fourth Step.

2. Again, place upon the blackboard the word *sing*. Erase *s*, leaving *ing*. Tell the children what it is, and let them pronounce it. This must remain as it is, *ing*, no attention being called to the separate letters.

Continue with the following sight words, erasing the initial consonants and retaining the part that remains as a phonetic part or sound group.

| | | |
|---|---|---|
| sing | play | big |
| see | may | ride |
| tree | bird | feed |
| can | nest | cow |
| book | run | for |
| look | mice | take |
| slate | catch | |

From these words obtain

| | | |
|---|---|---|
| ing | ird[1] | ide |
| ee | est | eed |
| an | un | ow |
| ook | ice | or |
| ate | atch | ake |
| ay | ig | |

To which add *am, at, and, it, in,* from the word list.

The remaining words in the list are to be retained as pure sight words. There are not a sufficient number of words that resemble them in sound to make them useful as phonetic foundations.

[1] Retain sound group *ir*, not necessarily *ird*. Words containing *ir* plus consonant (*ird, irt, irm*, etc.) are given in a later group. See pages 44–45.

This completes the *preliminary* blackboard reading. It will take probably from six to eight weeks.

At this point the child may begin reading the Primer, while blackboard reading is still carried on.

As soon as a word has been resolved into its phonetic parts, it may be dropped from the list of sight words, the drill being given to the phonetic parts only.

## FOURTH STEP. RECOMBINATION OF PHONETIC PARTS, FORMING NEW WORDS

### Lines of Work

Time, about four weeks

1. Read Primer to page 21.
2. New sight words from Primer, pages 21–40.
3. Recombining phonetic parts into new words. Blackboard sentences containing these new words.

Place upon the blackboard the following new words.

sun
say
sand
sit
sake
side
seed
sat

Pronounce the words slowly and very clearly, making plain to the child the result of the new blending or combining of the familiar phonetic parts without making any more of an artificial separation than is necessary to help the child over this new step. The word is not *s-un*, nor *s . . . . . un*, it is *sun;* and to make a pause between the two parts instead of blending at once puts a stumbling-block in the way.

The success of this exercise lies in the child's ability to pronounce promptly the separate phonetic parts. There must be no uncertainty, no guessing.

Continue with

man
mate
match
mat
make

reading them as before and having the child read them several times.

Then continue with the following words. They need not all be read to the child. He should soon show ability to combine the phonetic parts and read new words for himself.

**Word Drill**

| | | | | | | |
|---|---|---|---|---|---|---|
| sun | rest | lit | hat | dig | bin | rings |
| say | rice | latch | hide | day | jam | rests |
| sand | ran | lay | hatch | date | jig | fans |
| sit | rake | lake | hay | Dan | pat | hands |
| sake | ride | land | hit | Kate | pig | cooking |
| side | ray | late | how | kit | patch | resting |
| sing | ram | Lee | hook | king | pay | singing |
| seed | ring | nest | ham | bat | pin | saying |
| see | run | now | hand | best | pan | feeding |
| sat | fat | nice | cat | big | wake | running |
| Sam | fig | need | cake | book | west | digging |
| man | fun | nor | can | band | wing | winning |
| mate | feed | Nan | catch | bee | wide | patting |
| match | fan | Nat | cook | bird | win | cunning |
| make | fit | tin | cow | bow | way | |
| mice | fin | take | gun | bake | wee | |
| mat | for | tan | gate | bay | wig | |
| may | look | tide | gay | bit | weed | |
| rat | lest | took | deed | bun | runs | |

### Sentence Drill[1]

Run, run, run,
Oh, see the fun !
We have a big fig tree.
Do you like figs ?
I can ride on papa's horse.
Baby likes to play in the sand.
Can you make a cake ?
I can take the baby and mamma can rest.
Can you cook ?
Bake a cake for papa.
I ran to school.
My papa has a gun.
I can play in the hay.
Baby took a ride on papa's horse.
Baby has cunning little hands.
Baby can play pat-a-cake.
A wee, wee bird,
In a wee, wee nest.
Make a bow.
The little mouse bit my cake.
See the bee.
Baby feeds the birds.
Pat papa's horse.
Nan is digging in the sand.
Do you like to dig in the sand ?
Latch the gate.
Do you like jam ?
I like cake and jam.

### Words from Primer, Pages 21–40

Note. In each advanced set of words from the Primer there are some that it will not be necessary to teach as sight words, since they contain sound groups previously taught. The child should be able to read these words.

Words that do not fall under any phonetic classification — *been*, *want*, *what*, etc. — should be retained as sight words.

The words given are selected because of their usefulness in further phonetic drill.

| | | | | | |
|---|---|---|---|---|---|
| glad | let | did | not | nut | little |
| thank | get | will | got | up | |
| Grace | Ned | think | rose | | |
| gave | her | wish | boat | | |
| pail | | time | | | |
| | | white | | | |

[1] See page 12.

### Phonetic Parts

| | | | | | |
|---|---|---|---|---|---|
| ad | et | id | ot | ut | tle |
| ank | ed | ill | ose | up | |
| ace | er | ink | oat | | |
| ave | | ish | | | |
| ail | | ime | | | |
| | | ite | | | |

Also : sh — she
wh — white
th [1] — them, that
th — thank.

### Lines of Work

Time, about two weeks
- Read Primer to page 41.
- New words from Primer, pages 41–60.
- Phonetic parts of these words.
- Continue recombining, forming new words.

### Word Drill

| | | | | | |
|---|---|---|---|---|---|
| sad | sailing | rail | net | letting | but |
| set | saddest | railing | netting | lad | boat |
| sets | mad | rose | not | lace | bill |
| setting | met | fed | nail | link | had |
| sup | mill | fill | nails | led | hail |
| sank | mills | filling | nailing | lime | hailing |
| sill | mink | face | nose | lid | hid |
| save | mail | fish | nut | bad | her |
| sink | mailing | fishes | nuts | bit | hill |
| sinking | race | fishing | Ned | bank | hills |
| sail | rill | fail | let | bed | hot |
| sails | red | failing | lets | bite | hose |

[1] See note on variable sound groups, page 26.

| | | | | | | |
|---|---|---|---|---|---|---|
| hut | cups | wet | thinner | shook | thinking | glide |
| did | cot | will | better | shake | slate | Grace |
| dish | kid | wave | fatter | shave | slam | grand |
| dishes | kill | wedding | bitter | shed | slammed | gray |
| dime | kite | wink | fisher | shot | slit | grin |
| get | jet | winking | fisherman | shut | slice | grit |
| getting | Jill | wish | hatchet | shutting | slide | little |
| gave | pet | wishing | rested | shutter | slid | battle |
| got | petting | supper | needed | those | slat | rattle |
| goat | pup | dinner | landed | than | sled | settle |
| goats | pave | butter | handed | thin | play | bottle |
| cut | pail | singer | looked | thinner | plan | nettle |
| cutting | pot | ladder | fanned | thinnest | plate | kettle |
| cave | tank | hatter | cooked | thing | plow | |
| coat | time | hammer | patched | thank | plank | |
| coats | tail | catcher | pinned | thanking | place | |
| cup | Ted | letter | matched | think | glad | |

### Sentence Drill

Let 's go for a sail in my boat.
We can sail on the lake.
My doll has a lace hat.
We have a pet goat.
Have you a bank ?
Baby has a little red tin pail.
I have a tin cup.
A nice little fish,
In a nice little dish.
Let 's go fishing. We can go in my boat.
Cut the cake and make the tea.
This pretty cup is for you.
See the pretty red rose.
I fed the little fish.
Let 's run a race.
Ted has a kite.
I am a fisherman. I can catch fish.
Mamma can cook the fish for supper.
Have you a sled ?
I have a little hatchet.
It is dinner time now.
Baby can say, "Thank you."
Jill is my gray kitty.

Baby has a little plate.
Let's cut a slice of cake for baby's plate.
I have a dime in my bank.
Can you mail the letter for mamma?
I wish that I had a hammer and some nails.

### Words from Primer, Pages 41–60

| | | | | |
|---|---|---|---|---|
| cap | sleep | him | dog | must |
| back | dear | swim | hope | |
| name | | | gold | |
| saw | | | told | |
| | | | cold | |
| | | | good | |
| | | | soon | |
| | | | out | |
| | | | found | |
| | | | south | |

### Phonetic Parts

| | | | | |
|---|---|---|---|---|
| ap | eep | im | og | ust |
| ack | ear | | ope | |
| ame | | | old | |
| aw | | | ood | |
| | | | oon | |
| | | | out | |
| | | [1]ou | ound | |
| | | | outh | |

### Lines of Work

Time, about two weeks:
- Read Primer to page 61.
- New words from Primer, pages 61–80.
- Phonetic parts of these words.
- Continue recombining.

[1] See page 82.

**Word Drill**

| | | | | |
|---|---|---|---|---|
| moon | found | cold | hope | shearing |
| must | folded | colder | hold | shuttle |
| mold | folding | coldest | holding | thaw |
| mouth | fold | came | Jim | whack |
| molding | nap | dear | just | slack |
| molded | name | deep | jaw | sleep |
| mound | noon | deeper | Jack | slim |
| map | near | deepest | jacket | slope |
| Mack | tap | dim | keep | swing |
| rap | tapping | dog | keeping | swinging |
| rust | tapped | dust | lap | sweep |
| rusted | tack | dusted | log | swim |
| rack | tacked | duster | lame | swimming |
| racked | tacking | dusting | law | free |
| racket | tame | dame | peep | Fred |
| raw | tear | dearest | peeping | frame |
| rope | told | deep | peeped | frog |
| round | timid | game | pack | flat |
| sap | back | gold | packed | flatter |
| sack | backing | gust | packing | flake |
| sawing | backed | good | pound | flit |
| soon | bold | him | paw | float |
| sold | bolder | hog | wood | floating |
| same | boldest | hack | weep | flap |
| fog | bound | hear | year | flame |
| fear | cap | hearing | sheep | |

NOTE. Words containing *ou* + consonant (*out, our, ound,* etc.) and *ow* + consonant are given on page 46. For *ook, ood,* and *oon* words see page 49.

These words may all be read, omitting, at this point, words ending in suffixes *ness, ain, el.*

### Sentence Drill

I saw the moon.
My kitty is tame.
Have you a rope?
I sold my old sled. Now I can have a red sled.
I saw papa shearing the sheep.
Baby likes to dust for mamma.
She has a little duster.
I can sweep.
I have a little gray squirrel. It is tame now.
I can sing, "Sleep, baby, sleep."
We can have a picnic in the woods. We can make a swing. I have a rope.
Can you swim in the lake?
Can you swim where it is deep?
It is cold to-day. Where is my coat?
Baby has a little gold ring.
See the pretty white boat floating on the lake.
Papa is sawing the wood. I like to saw.
Baby had a nap.
My dog's name is Jack.
My kitty's name is Jill.
Where is my cap?
Let's play a game. Let's play seesaw.
My hammer can go "rap-a-tap-tap."

### Words from Primer, Pages 61–80

| | | | | |
|---|---|---|---|---|
| made | hen, when | pick, sick | corn | duck |
| barn | | | | |
| farm | eat | find | | |
| all | tea | | | |

### Phonetic Parts

| | | | | |
|---|---|---|---|---|
| | ade | en | ick | orn | uck |
| ar | arn, arm | eat | ind[1] | | |
| | all | ea | | | |

From *very*, initial consonant *v*.

[1] See note on variable sound groups, page 26.

### Lines of Work

Time, about two weeks
- Read Primer to page 81.
- New words from Primer, pages 81–102.
- Phonetic parts of these words.
- Continue recombining.

### Word Drill

| | | | | |
|---|---|---|---|---|
| made | sick | beat | hen | shade |
| men | sea | ball | hind | then |
| morn | sickest | call | heat | thick |
| morning | seat | caller | kick | when |
| meat | suck | calling | kinder | pluck |
| mind | ten | called | kindest | grade |
| fade | tick | corn | pen | grind |
| farm | ticket | den | pick | drake |
| fall | tall | Dick | picking | drank |
| falls | tea | duck | wall | drill |
| falling | luck | ducks | wick | drink |
| find | Ben | horn | wicked | draw |
| finding | barn | harm | wade | vest |
| rind | born | hall | wind | golden |

Also, select words containing

*ee* + consonant, *ea* + c., pages 38–39,
*or* + c., page 47,
*ar* and *ar* + c., page 43,

omitting words ending in *less* and *ness*.

### Sentence Drill

I see ten men.
Dick has a pet goat.
I fed the little ducks.
We made a big sand hill.

Let's help mamma. We can set the table. Get the cups and saucers. Where are the plates?
Mamma is calling me.

Let's play ball. I have a bat and a ball.
Do you like to wade in the bay?
My doll ate her cake and drank her tea. Now we can wash the dishes.
How tall is the baby? I am taller than baby.
I have some hens and some ducks.
My hens like corn.
My ducks like corn, too. I fed them all.
Baby likes to say, "Good morning" to papa. She can say, "How do you do?"
I saw some cunning little ducks.
My grandpa is a farmer.
Draw a bucket of water.
The sun is very hot to-day.
Let's play in the shade of this big tree.

### Words from Primer, Pages 81–102

| | | | |
|---|---|---|---|
| dress | nine | nod | hurt |
| | night | rock | |
| | | long | |
| | | room | |
| | | snow | |
| | | show | |

### Phonetic Parts

| | | | |
|---|---|---|---|
| ess | ine | od | urt |
| | ight | ock | |
| | | ong | |
| | | [1]oom | |
| | | ow (ō) | |

From *cheese, ch.*

### Lines of Work

Time, about two weeks
- Read Primer to page 102.
- Complete sound groups.
- Continue recombining.

[1] See page 49.

### Word Drill

| | | | | |
|---|---|---|---|---|
| song | mow | locket | pod | sting |
| sight | fine | longest | pocket | still |
| right | fight | Bess | goodness | stack |
| rod | fur | bow | chat | stall |
| rocking | night | tight | chest | stick |
| rocket | nodding | tar | chin | snail |
| rocker | lesson | car | chill | snap |
| rocked | line | cod | chime | seedless |
| mine | light | dine | chick | sadness |
| might | lighter | dock | chicken | gladness |
| mock | locked | gong | clock | |
| mocking | locking | Jess | stand | |
| mocked | longer | pine | stay | |

Also, select words containing

*er* + c., *ir* + c., *ur* + c., page 44.
*ow* (*ō*), page 49.
*oa* + c., page 40.
*ai* + c., page 36.

### Sentence Drill

We have some little chickens.
See the girls all standing in a row.
I saw a mocking bird. It mocked our cat.
My grandpa has some beehives. The bees do not sting me.
We are going up to the pine trees on that steep hill.
We have five little white mice. We feed them cheese.
Sing a song for baby. Sing "Rock-a-by, baby."
Baby can sing a song for papa.
This stick will make a good fishing rod.
My kitten has pretty white fur.
I know my lesson.
Will you dine with me to-day?
I saw a snail this morning.
Star light, star bright,
First star I've seen to-night.
I wish I may, I wish I might
Have this wish I wish to-night.

### Sound Groups

In the following list are the sound groups obtained from the Primer. Those in italics are not found in the Primer, but are added here because of their importance.

| | | | | |
|---|---|---|---|---|
| an | et | ig | ot | un |
| at | ed | it | og | ut |
| ap | en | in | od | *um* |
| ad | ess | id | *op* | *ug* |
| am | *ell* | im | ock | *ub* |
| *ag* | est | *ip* | ong | ust |
| ack | ee | ick | ope | uck |
| and | ee + c. | ill | ose | |
| *ang* | ea + c. | ing | *ole* | |
| ank | er | ink | *oke* | |
| *ash* | er + c. | ish | *ore* | |
| atch | ir + c. | ice | ook | |
| ate | ur + c. | ide | ood | |
| ake | ew | ime | oom | |
| ace | | ite | oon | |
| *age* | | ine | ow | |
| ame | | *ile* | ow + c. | |
| ade | | ight | ou + c. | |
| ave | | ind | oa + c. | |
| ay | | | old | |
| ai + c. | | | or + c. | |
| ar + c. | | | *oy* | |
| ar | | | *oi* + c. | |
| all | | | ow (ō) | |
| aw | | | | |
| aw + c. | | | | |
| *au* + c. | | | | |

### Word Drill

The following sound groups are not found in Primer.

| | | | | |
|---|---|---|---|---|
| bag | hum | sage | choke | quail |
| bell | hug | sell | ship | queer |
| bug | hole | sip | shell | quick |
| cash | lash | tag | shop | queen |
| cage | mug | tell | shore | stripe |
| core | mole | tip | whip | stroke |
| Dash | Nell | tug | while | string |
| dip | page | wag | clash | spring |
| dipper | pug | woke | clip | sprang |
| dug | pole | wore | flag | spray |
| fell | rag | well | skip | splash |
| hang | rug | chip | smell | split |
| hash | sang | chop | smile | |

## FIRST HALF YEAR

### Outline for Term

Time, six to eight weeks
- Blackboard reading: sentence, word, phonetic parts.
- Words from Primer, pages 1–20.
- Phonetic parts of these words.

Time, about four weeks
- Read Primer to page 21.
- New words from Primer, pages 21–40.
- Phonetic parts of words.
- Recombining to form new words.

Time, about two weeks
- Read Primer to page 41.
- New words from Primer, pages 41–60.
- Phonetic parts of words.
- Continue blending or recombining.

| | |
|---|---|
| Time, about two weeks | Read Primer to page 61.<br>New words from Primer, pages 61–80.<br>Phonetic parts of words.<br>Continue recombining. |
| Time, about two weeks | Read Primer to page 81.<br>New words from Primer, pages 81–102.<br>Phonetic parts of words.<br>Continue recombining. |
| Time, about two weeks | Read Primer to page 102.<br>Complete phonetic lists. |

Note. Time will be longer in schools where the teacher has many grades, but older pupils may be trained to do part of the drill work, thus shortening the time otherwise required.

## SECOND HALF YEAR

### Lines of Work

Read Cyr's First Reader.

Review sound groups given during first half year.

New words containing new sound groups, also prefixes and suffixes.

The phonetic drill given during the first half year will have been a preparation for reading Cyr's First Reader. More than half of the *new* words in the First Reader contain sound groups and consonant sounds previously drilled upon. The child should be able to read these words without further help.

The word drill is continued during the second half year, retaining for constant review the sound groups previously developed. By the same method obtain material for advanced phonetic drill, — new sound groups and analogous words. These should grow out of, or be closely allied to, the new words that occur in the First Reader.

For example, in the first twenty pages are found the words *bubble, meadow, yellow, donkey, honey, across, tiny, fence.* These may serve as bases for the following new word drills.

| | | | | | |
|---|---|---|---|---|---|
| bubble | meadow | donkey | across | fence | tiny |
| ramble | yellow | monkey | around | hence | funny |
| scramble | shadow | honey | along | since | sunny |
| thimble | follow | money | about | mince | penny |
| mumble | willow | turkey | agree | bounce | downy |

Complete word and sentence drill lists for this advanced work are given in Part III. From among these select first those that most closely follow the First Reader words. These are :

1. Words ending in *ble, tle, dle, cle, gle, fle, ple,* pages 32–33.
2. Words like *know, knew,* page 42.
3. Words ending in *ny, py, ly, ty, ey, ie,* pages 54–55.
4. Words ending in *ow,* page 59.
5. Words having prefix *a,* page 58.
6. Words having prefix *be,* pages 59–60.
7. Follow with page 53, and the remaining pages to the end.